

THE
'THIRTY-EIGHTH REPORT'
OF THE
COMMISSIONERS
OF
NATIONAL EDUCATION
IN IRELAND,
(FOR THE YEAR 1871),
WITH APPENDICES.

Presented to both Houses of Parliament by Command of Her Majesty.



DUBLIN:

PRINTED BY ALEXANDER THOM, 87 & 88, ABBEY-STREET,
FOR HER MAJESTY'S STATIONERY OFFICE.

1872.

[C.—599, 1.] Price 3s. 6d.

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THE

THIRTY-EIGHTH REPORT

OF THE

COMMISSIONERS OF NATIONAL EDUCATION IN IRELAND,

(FOR THE YEAR 1871).

TO HIS EXCELLENCY JOHN POYNTZ, EARL SPENCER, K.G.,

LORD LIEUTENANT-GENERAL AND GENERAL GOVERNOR OF IRELAND.

May it please your Excellency,

I.—1. WE, the Commissioners of National Education in Ireland, submit to your Excellency this our Thirty-eighth Report.

*Number of
schools in
operation.*

II.—2. On the 31st of December, 1870, we had 6,806 schools in operation, which had on their rolls, for the year then ended, 998,999 children; with an average daily attendance, for the same period, of 359,199. At the close of the year 1871, the number of schools in operation was 6,914. The *total number of children on the rolls* within the year was 1,021,700, and the *average daily attendance* of children for the year was 263,850. There has been, therefore, an increase of 22,701 on the rolls, and of 4,651 in the average daily attendance.

3. The total number appearing on the rolls throughout the year includes the names of pupils who having made an attendance in the last quarter of the year 1870 had their names recorded on the rolls in January, 1871. In opening new rolls, the rule is to transfer to them the names of all pupils present on any day of the previous quarter; but it must happen that some of the pupils whose names are so transferred will not, from a variety of causes, attend during the year the school in which they are so enrolled. This occurred with 48,794 of those transferred to the rolls in January, 1871. The number in January, 1870, was 48,000. Many of these pupils, however, go to National schools which they had not previously attended; but as their names appear on the rolls of these schools, and are so brought into the aggregate attendance, the gross number returned for the twelve months presents the same excess.

It may be asked why we do not instruct our teachers to enter on the rolls only the names of pupils actually making an attendance within the year. Our answer is, that such a system of registration would prevent a consecutive or sustained history of our schools and our school-pupils; whereas by our present system we can have an unbroken list of the pupils' names for years, and can trace the school-history of any pupil with facility.

We believe that the records of our schools are, on the whole, accurately and truthfully kept.

- | | |
|---|---|
| Increase in
Schools. | 4. During the year, 177 schools were placed on our operation list, but 65 schools were removed from our roll, and 4 schools were placed on our suspended list, leaving a net increase of 108 to our list of operation schools. |
| Schools in
course of
erection. | 5. Grants have been made at various times towards the erection of 104 National <i>School-houses</i> , which will contain 153 separate <i>school-rooms</i> . When these 104 buildings shall have been completed, they will afford accommodation to 13,735 children. Of the above 104 school-houses, the erection of 37, containing 50 school-rooms, was sanctioned during the year 1871. The names of these 37 school-houses, and the particulars connected with them, are set forth in the Appendix; where also are inserted the names of those vested National Schools for the improvement of which grants were made during the year 1871, to be expended under the direction of the Board of Works. |
| Vested
schools
opened, &c. | 6. There were 42 vested schools opened during the year, towards the erection of which grants had been made. These are included in the 6,914 schools in operation on the 31st December, 1871, and their names will be found inserted in a list in the Appendix. |
| Number
of schools
struck off
roll. | 7. The number of schools struck off our roll, during the year 1871, was 65. A list of these schools is given in the Appendix, with the reasons for their having been removed from our roll. |
| Suspended
schools. | 8. The number of schools in the "suspended list" at the close of the year was 72, of which 4 were suspended during the year 1871. These suspended schools are from time to time re-opened, on the causes for their suspension being removed. |

[TABLE.]

9. The following Table exhibits the number of National Schools in operation, together with the number of children on the rolls, as specified in our several Reports, to the 31st of December, 1871:—

Number of schools in operation, and number of children on rolls from 1838 to 1871.

No. and Date of Report.	No. of Schools in operation.	No. of Children on the Rolls for:
No. 1, 31st December, 1833, . . .	789	Half-year ended 30th Sept., } 107,042
No. 2, 31st March, 1835, . . .	1,106	" } 145,521
No. 3, do. 1836, . . .	1,181	" } 153,707
No. 4, do. 1837, . . .	1,300	" } 166,929
No. 5, do. 1838, . . .	1,384	" } 169,548
No. 6, 31st December, 1839, . . .	1,531	" } 192,971
No. 7, do. 1840, . . .	1,978	" } 232,560
No. 8, do. 1841, . . .	2,337	" } 281,849
No. 9, do. 1842, . . .	2,721	" } 319,792
No. 10, do. 1843, . . .	2,912	" } 355,320
No. 11, do. 1844, . . .	3,133	" } 393,550
No. 12, do. 1845, . . .	3,426	" } 432,844
No. 13, do. 1846, . . .	3,637	" } 456,410
No. 14, do. 1847, . . .	3,825	" } 492,832
No. 15, do. 1848, . . .	4,109	" } 507,469
No. 16, do. 1849, . . .	4,321	" } 486,823
No. 17, do. 1850, . . .	4,547	" } 511,239
No. 18, do. 1851, . . .	4,704	" } 520,401
No. 19, do. 1852, . . .	4,875	" } 544,604
No. 20, do. 1853, . . .	5,023	" } 550,631
No. 21, do. 1854, . . .	5,178	" } 551,110
No. 22, do. 1855, . . .	5,124	" } 535,905
No. 23, do. 1856, . . .	5,245	31 Dec., 560,134
No. 24, do. 1857, . . .	5,337	Year ended 31st December, } 776,473*
No. 25, do. 1858, . . .	5,408	" } 803,610
No. 26, do. 1859, . . .	5,496	" } 806,510
No. 27, do. 1860, . . .	5,632	" } 804,000
No. 28, do. 1861, . . .	5,830	" } 803,364
No. 29, do. 1862, . . .	6,010	" } 812,527
No. 30, do. 1863, . . .	6,163	" } 840,569
No. 31, do. 1864, . . .	6,263	" } 870,401
No. 32, do. 1865, . . .	6,372	" } 922,084
No. 33, do. 1866, . . .	6,453	" } 910,919
No. 34, do. 1867, . . .	6,520	" } 913,198
No. 35, do. 1868, . . .	6,586	" } 967,563
No. 36, do. 1869, . . .	6,707	" } 991,335
No. 37, do. 1870, . . .	6,806	" } 998,999
No. 38, do. 1871, . . .	6,914	" } 1,021,706

10. The number of applications for grants to new schools in the year 1871 was 228. To 185 of these we promised the required assistance, either for building or for salaries and requisites. The remaining 43 applications were rejected for various reasons, of which official records are kept.

Applications for grants to new schools.

11. The annexed Tabular Return of the 185 Schools added to our list during the Year 1871, shows the Number in each Province, with the Nature of the Aid Granted.

Return of new schools in 1871, arranged in provinces.

* In this year, 1857, the Commissioners thought it desirable to ascertain and record the total number of children appearing on the rolls within the entire year. Hence the large increase in the number of children in the above table for year 1857 and subsequent years, as compared with the year 1856.

TABLE.

PROVINCE.	Salary and Requisites.	Towards Building and Furnishing Schools.	Total.
Ulster, . . .	61	11	72
Munster, . . .	35	28	63
Leinster, . . .	17	2	19
Connaught, . . .	22	9	31
Total, . . .	135	50*	185

Number and religious denominations of the Patrons or Managers of the new schools added in 1871.

12. Of the 185 schools specified in the preceding Table, 183 are under the management of 141 individuals, several having more than one school under their care. The following Table shows the Number of these schools under the management of Patrons of each religious denomination—distinguishing lay from clerical:—

Religious Denominations.	Clerical.		Lay.		Total.	
	No. of Patrons.	No. of Schools.	No. of Patrons.	No. of Schools.	No. of Patrons.	No. of Schools.
Established Church, . . .	28	32	16	21	44	53
Roman Catholics, . . .	77	106	4	6	81	112
Presbyterians, . . .	10	10	2	4	12	14
Other Persuasions, . . .	2	2	2	2	4	4
Total, . . .	117	150	24	33	141	183

Of the remaining schools one is under Poor Law Guardians, and one under the joint management of an E. C. and R. C. clergyman.

Number of Schools in each province, distinguishing Operation, Building, and Suspended Schools.

13. The following Summary exhibits the Total Number of NATIONAL SCHOOLS in each Province on the 31st December, 1871, distinguishing those Schools which were in operation, those to which building grants had been promised, and those upon the suspended list:—

SUMMARY.

PROVINCE.	Schools In Operation List on 31st Dec., 1871.	Schools to which there are outstanding Building Grants.	Suspended.	Total Number of Schools in operation, as the 31st Dec., 1871.
Ulster, . . .	2,561	27	24	2,612
Munster, . . .	1,732	98	18	1,848
Leinster, . . .	1,513	8	21	1,542
Connaught, . . .	1,108	20	9	1,137
Total, . . .	6,914	153	72	7,139

Number of Vested schools.

III.—14. At the termination of the year 1871, we had on our list, vested either in Trustees or in our Board, or secured by bond, 1,314 school-houses, containing 2,000 rooms, accommodating dis-

* That is, 50 schools as distinguished from school-houses;—there being sometimes two schools, male and female, in the same house.

inct schools. The number of these schools vested in trustees was 1,123: the number vested in our Board in its corporate capacity (including 145 assigned) was 782: the number for which we held bonds for the observance of our rules was 95.

15. The following Table shows the counties and provinces in which the vested schools and houses are situated, distinguishing the number held under each kind of security:—

TABLE showing the Number of Vested School-houses in each County and Province, with the Number of separate Schools held in those Houses. Vested schools, in counties and provinces.

COUNTIES AND PROVINCES.	No. of School-houses Vested.					No. of Separate Schools held in Vested Houses.				
	Leased to Commissioners.	Assigned to Commissioners.	Leased to Trustees.	Secured by Bond.	Total.	Leased to Commissioners.	Assigned to Commissioners.	Leased to Trustees.	Secured by Bond.	Total.
ULSTER:										
Antrim,	10	8	26	2	54	32	10	34	3	79
Armagh,	8	8	12	2	22	14	8	18	4	36
Cavan,	4	2	23	1	31	7	10	53	1	55
Down,	36	7	46	2	91	41	7	53	2	103
Fermanagh,	9	2	24	6	40	17	2	35	6	61
Monaghan,	9	7	16	7	39	11	7	18	7	43
Londonderry,	10	3	23	1	36	16	4	33	3	53
Meath,	10	2	23	2	35	12	3	31	2	45
Tyrone,	25	12	33	5	75	31	15	37	6	89
Total,	129	44	225	25	423	181	53	297	31	564
MUNSTER:										
Clare,	19	9	31	—	59	30	17	50	—	97
Cork,	29	6	95	9	149	68	10	150	14	242
Kerry,	35	6	66	7	112	78	11	112	7	208
Limerick,	17	3	25	—	45	30	5	44	—	79
Tipperary,	13	1	31	3	48	21	1	47	4	75
Waterford,	4	5	8	1	18	7	0	15	2	32
Total,	145	30	266	20	451	234	32	416	27	731
LEINSTER:										
Carlow,	—	—	14	5	19	—	—	23	9	32
Dublin,	8	1	14	1	24	26	2	26	2	56
Kildare,	2	—	15	2	19	5	—	23	4	32
Kilkenny,	8	—	14	1	23	11	—	24	1	36
King's,	7	—	8	—	16	10	—	14	—	24
Longford,	1	—	12	1	14	2	—	23	2	27
Louth,	—	1	14	2	17	—	2	26	4	32
Meath,	3	—	25	4	32	7	—	45	6	58
Queen's,	3	1	7	1	12	6	3	11	1	20
Westmeath,	—	—	19	—	19	—	—	35	—	35
Wexford,	5	—	10	—	15	9	—	16	—	25
Wicklow,	5	—	4	2	11	9	—	5	4	18
Total,	42	3	157	19	221	85	6	371	35	395
CONNAUGHT:										
Galway,	50	4	33	—	87	45	8	81	—	104
Leitrim,	4	3	18	2	27	5	4	23	3	34
Mayo,	43	10	18	—	71	56	13	34	—	99
Roscommon,	18	2	14	—	34	24	4	21	—	49
Sligo,	3	3	13	1	20	7	4	19	1	31
Total,	98	22	96	3	219	137	32	157	4	310
Grand Total,	414	99	734	67	1,314	637	145	1,123	85	2,600

Schools to be vested.

16. In addition to the preceding vested schools on our list at the end of the year, there were grants outstanding for the erection of 26 school-houses, to accommodate 37 separate schools, the leases for which had not then been executed.

Number non-vested.

17. The number of non-vested schools in connexion with us on the 31st of December, 1871, was 5,089.

Total number of Operation Schools in each province, with the total number of pupils on rolls, and average daily attendance.

IV.—18. The distribution of the Operation Schools according to the several Provinces, with the Pupils in attendance, and the averages for each School, was as follows:—

Province.	No. of Schools in operation on the 31st Dec., 1871.	Total No. of Pupils on the Rolls for the year ending 31st Dec., 1871.	Average daily attendance for year ending 31st December, 1871.
Ulster. . . .	2,561	360,027	122,075
Munster, . . .	1,732	275,401	111,538
Leinster, . . .	1,513	214,127	77,561
Connaught, . .	1,108	172,145	52,676
Total, . . .	6,914	1,021,700	363,850
Average per School, }	—	147.7	52.6

Schools with mixed religious attendance.

V.—19. The next Table shows the per-centage of Schools from which returns have been received exhibiting a mixed attendance of Protestant and Roman Catholic Pupils, for the years 1867, 1868, 1869, 1870, and 1871:—

	1867.	1868.	1869.	1870.	1871.
Ulster,	83.9	83.2	82.5	82.6	80.1
Munster,	40.5	40.1	40.3	40.5	39.5
Leinster,	48.0	48.5	46.9	46.7	46.6
Connaught, . . .	50.5	48.9	47.6	48.6	45.8

20. Striking these per-centages for the whole of Ireland, we find the numbers for these years to be respectively—59.8, 59.3, 58.6, 58.8, 57.1.

Religious denominations of pupils on rolls in the year 1871.

21. We furnish as usual a return of the RELIGIOUS DENOMINATIONS of the 1,021,700 PUPILS on the Rolls.

PROVINCES AND COUNTRIES.	Religious Denominations.				Total Number of Pupils returned for Year ended Dec. 31, 1871.
	Established Church.	Roman Catholic.	Presbyterian.	Other Denominations.	
ULSTER:					
Antrim,	16,443	24,108	50,173	2,796	93,520
Armagh,	8,724	17,838	5,998	1,049	33,599
Cavan,	2,779	27,430	1,057	101	31,367
Donegal,	4,414	31,163	4,303	301	40,181
Down,	9,113	17,857	26,915	863	54,748
Fermanagh, . . .	5,089	9,817	325	186	15,417
Londonderry, . .	4,243	12,472	10,904	473	28,092
Monaghan, . . .	2,764	17,865	2,869	43	23,541
Tyrone,	8,001	22,729	8,318	404	39,452
Total,	61,570	181,299	110,852	6,306	360,027

[continued.]

TABLE showing the RELIGIOUS DENOMINATIONS, &c.—continued.

PROVINCES AND COUNTIES.	Religious Denominations.				Total Number of Pupils returned for Year ended Dec. 31, 1871.
	Established Church.	Roman Catholics.	Presbyterian.	Other Formations.	
MUNSTER:					
Clare,	214	31,328	32	1	31,675
Cork,	2,815	98,050	422	385	101,672
Kerry,	436	44,550	5	31	45,022
Limerick,	671	38,900	79	79	39,819
Tipperary,	1,066	40,508	89	49	41,802
Waterford,	316	15,981	41	73	16,511
Total,	5,518	268,597	668	618	275,401
LEINSTER:					
Carlow,	110	8,228	.	6	8,344
Dublin,	2,918	51,015	624	306	54,963
Kildare,	418	12,638	88	29	13,173
Kilkenny,	452	20,498	20	6	20,976
King's,	595	13,214	51	38	13,898
Longford,	450	12,533	89	11	13,083
Louth,	228	14,081	166	8	14,483
Meath,	619	16,138	90	7	16,863
Queen's,	445	12,484	30	.	12,959
Westmeath,	260	14,803	10	94	15,167
Wexford,	293	17,351	34	16	17,694
Wicklow,	565	12,032	6	21	12,624
Total,	7,333	205,035	1,217	542	214,127
CONNAUGHT:					
Galway,	430	43,673	79	25	43,807
Leitrim,	1,943	21,747	67	58	23,815
Mayo,	674	47,396	161	15	48,246
Rosecommon,	420	33,307	36	1	33,764
Sligo,	901	21,562	147	103	22,713
Total,	4,368	167,085	490	202	172,145
GRAND TOTAL,					
	78,789	932,010	113,227	7,668	1,021,700
Per-centage,					
	7.71	90.46	11.08	0.75	—

22. At pages 14 and 15 we give a Table setting forth the Religious Denominations of the Pupils on the Rolls of those Schools from which returns have been received exhibiting a mixed attendance of Protestant and Roman Catholic Pupils, for the year 1871.

Average number of pupils in mixed schools.

TABLE showing the RELIGIOUS DENOMINATIONS of the PUPILS on the Rolls
Mixed Attendance of PROTESTANTS

PROVINCES AND COUNTIES.	Total No. of Schools.	Under Protestant Teachers.						Under	
		No. of Schools.	R.C.	R.C.	Pres.	Others.	Total.	No. of Schools.	R.C.
ULSTER.									
Antrim,	305	299	11,392	4,688	33,778	1,880	51,738	67	855
Armagh,	171	161	6,196	2,169	4,562	628	13,549	69	796
Cavan,	198	26	1,272	603	606	97	2,948	163	1,132
Down,	258	193	2,405	5,061	3,256	214	11,387	146	1,875
Fermanagh,	206	196	6,290	3,373	19,244	562	29,869	88	918
Londonderry,	125	34	2,063	762	189	87	3,078	88	2,644
Monaghan,	203	132	3,212	3,233	3,277	335	13,057	65	476
Tyrone,	143	44	1,676	1,689	1,826	26	5,206	97	862
Tyrone,	262	125	4,016	3,169	5,813	342	14,180	159	2,359
Total,	2,051	1,917	40,244	24,963	77,721	3,971	146,899	918	10,973
MUNSTER.									
Clare,	76	-	-	-	-	-	-	70	214
Cork,	214	15	667	269	-	17	966	223	761
Kerry,	140	1	14	31	-	-	45	162	584
Limerick,	65	2	63	9	37	5	120	30	398
Tipperary,	147	6	123	368	22	33	551	138	754
Waterford,	25	-	-	-	-	-	-	32	186
Total,	684	24	878	697	81	55	1,711	645	2,887
LEINSTER.									
Carlow,	24	-	-	-	-	-	-	28	110
Dublin,	109	14	703	122	294	106	1,215	61	223
Kildare,	37	5	50	59	17	16	191	52	230
Kilkenny,	50	3	34	171	11	1	267	54	170
King's,	56	1	50	15	-	-	65	54	252
Longford,	56	6	214	125	43	-	391	44	211
Louth,	26	4	61	390	54	1	416	32	94
Meath,	90	5	159	113	76	-	328	83	315
Queen's,	62	3	121	119	-	-	240	58	271
Westmeath,	49	1	92	1	5	-	98	48	139
Wexford,	60	1	36	2	4	4	46	58	224
Wicklow,	59	6	291	214	5	-	420	49	258
Total,	705	47	1,880	1,251	418	128	3,677	622	2,497
CONNAUGHT.									
Galway,	84	1	13	126	-	-	139	94	331
Leitrim,	117	18	926	848	53	-	1,822	99	803
Mayo,	117	5	151	147	93	11	462	112	445
Monaghan,	61	3	67	256	-	-	323	78	420
Sligo,	55	1	57	2	22	16	97	91	616
Total,	508	28	1,214	1,374	168	27	2,783	474	2,615
GRAND TOTAL.									
ULSTER,	2,051	1,917	40,244	24,963	77,721	3,971	146,899	918	10,973
MUNSTER,	684	24	878	697	81	55	1,711	645	2,887
LEINSTER,	705	47	1,880	1,251	418	128	3,677	622	2,497
CONNAUGHT,	508	28	1,214	1,374	168	27	2,783	474	2,615
GRAND TOTAL,	3,948	1,166	44,216	28,285	78,388	4,181	155,070	2,659	18,973

of 3,948 SCHOOLS from which Returns have been received, exhibiting a
and ROMAN CATHOLICS, for the year 1871.

Roman Catholic Teachers.					Under Protestant and Roman Catholic Teachers.					PROVINCES AND COUNTIES.
R.C.	Pres.	Others.	Total.	No. of Schools.	R.C.	R.C.	Pres.	Others.	Total.	
9,373	942	21	11,291	19	1,580	1,080	2,717	325	5,702	ULSTER.
8,765	290	12	9,067	11	1,034	756	823	172	2,785	Antrim.
19,510	250	3	20,033	7	171	728	131	1	1,029	Armagh.
18,038	723	72	20,198	4	117	492	56	15	580	Cavan.
10,637	1,153	45	12,019	7	191	424	723	63	1,497	Donegal.
8,094	107	42	10,801	3	230	17	59	57	301	Down.
6,947	846	17	8,298	6	326	145	613	82	1,166	Fermanagh.
14,744	780	8	16,434	2	150	14	107	9	269	Londonderry.
14,848	1,568	57	18,352	7	576	463	329	46	1,214	Monaghan.
111,534	8,073	277	129,479	66	4,203	4,117	5,564	770	14,654	Tyrone.
10,937	32	1	10,974	-	-	-	-	-	-	MUNSTER.
35,576	104	78	37,519	6	579	1,393	40	147	2,029	Clara.
18,388	5	1	10,755	-	-	-	-	-	-	Cork.
14,845	79	60	15,536	3	283	110	32	44	469	Kerry.
18,465	32	9	17,240	3	151	301	25	7	434	Limerick.
4,129	26	23	4,574	3	120	429	15	50	614	Tipperary.
101,035	270	172	104,332	15	1,138	2,103	122	248	3,506	Waterford.
3,568	-	6	3,684	-	-	-	-	-	-	LEINSTER.
9,144	25	1	9,393	24	1,807	4,903	395	199	7,510	Carlow.
7,230	25	-	7,485	2	89	43	46	13	191	Dublin.
4,441	-	-	6,511	2	87	53	9	5	154	Kildare.
6,550	28	8	6,833	3	147	133	24	11	320	Kilkenny.
6,815	14	11	6,551	-	-	-	-	-	-	King's.
4,654	15	-	4,763	-	-	-	-	-	-	Longford.
8,456	16	6	8,793	2	57	310	-	1	368	Louth.
7,991	27	-	8,208	1	6	144	-	-	150	Meath.
5,881	5	35	6,090	-	-	-	-	-	-	Queen's.
6,278	23	8	6,481	1	83	6	7	6	52	Westmeath.
5,983	1	12	6,306	1	16	126	-	-	141	Wexford.
73,443	174	83	81,199	36	2,242	5,728	481	235	8,686	Wicklow.
14,811	24	-	15,166	8	86	45	55	25	211	CONNAUGHT.
12,922	13	1	13,739	-	-	-	-	-	-	Galway.
10,957	60	2	19,474	-	-	-	-	-	-	Lettin.
12,874	36	1	13,351	-	-	-	-	-	-	Mayo.
13,781	77	16	14,470	3	123	126	46	64	339	Roscommon.
73,335	210	20	76,180	6	209	171	101	89	370	Silgo.
111,534	8,073	77	129,479	66	4,203	4,117	5,564	770	14,654	ULSTER.
101,015	276	172	104,332	15	1,138	2,103	122	248	3,506	MUNSTER.
78,445	174	83	81,199	36	2,242	5,728	481	235	8,686	LEINSTER.
73,335	210	20	76,180	6	209	171	101	89	370	CONNAUGHT.
364,347	7,387	554	381,210	128	7,797	12,119	6,268	1,342	27,516	GRAND TOTAL.

Average
number of
Protestant
and Roman
Catholic
pupils in
mixed
schools.

23. The following analysis shows the *average* number of Roman Catholic and Protestant Pupils in each of the mixed Schools:—

A.—Under PROTESTANT Teachers.

	MIXED SCHOOLS.	Protestant Pupils.	R. C. Pupils.
Ulster, . . .	1,067	114·2	23·4
Munster, . . .	24	42·2	20·
Leinster, . . .	47	51·6	26·6
Connaught, . . .	28	50·3	49·0

B.—Under ROMAN CATHOLIC and PROTESTANT Teachers conjointly.

	MIXED SCHOOLS.	Protestant Pupils.	R. C. Pupils.
Ulster, . . .	66	159·6	62·3
Munster, . . .	15	100·2	140·2
Leinster, . . .	36	82·1	150·1
Connaught, . . .	6	66·5	28·5

C.—Under ROMAN CATHOLIC Teachers.

	MIXED SCHOOLS.	Protestant Pupils.	R. C. Pupils.
Ulster, . . .	918	19·5	121·5
Munster, . . .	645	5·1	156·6
Leinster, . . .	622	4·4	126·
Connaught, . . .	474	6·	154·7

24. The pupils were in these mixed National schools distributed thus:—

126,785 Protestant pupils mixing with 28,285 Roman Catholic pupils in 1,166 schools, taught exclusively by Protestant teachers; giving to each school an average of 108·7 Protestant, and 24·2 Roman Catholic pupils.

15,397 Protestant pupils mixing with 12,119 Roman Catholic pupils in 123 schools, taught conjointly by Protestant and Roman Catholic teachers; giving to each school an average of 125·1 Protestant, and 98·5 Roman Catholic pupils.

26,863 Protestant pupils mixing with 364,347 Roman Catholic pupils in 2,659 schools, taught exclusively by Roman Catholic teachers; giving to each school an average of 10·1 Protestant, and 137 Roman Catholic pupils.

[TABLE.

25. The following Table exhibits the RELIGIOUS DENOMINATIONS of PUPILS on Rolls of UNMIXED SCHOOLS for year ended 31st December, 1871.

PROVINCES AND COUNTIES.	Total Number of Schools.	Under Protestant Teachers.				Under Roman Catholic Teachers.		
		No. of Schools.	No. of Pupils.—Protestants.			Number of Schools.	No. of Pupils.	
			R. O.	Pres.	Others.			Total.
ULSTER.								
Antrim,	128	109	2,073	12,655	745	16,273	28	8,372
Armagh,	36	17	794	313	237	1,254	19	6,148
Cavan,	59	2	154	—	—	154	57	6,328
Down,	71	4	116	268	—	384	67	7,875
Fermanagh,	80	59	1,414	5,531	193	7,138	21	3,363
Londonderry,	7	1	115	—	—	115	6	1,084
Monaghan,	29	13	227	1,168	39	1,434	16	2,147
Tyrone,	11	3	53	136	—	189	8	1,438
Tyrone,	38	7	371	417	43	831	31	4,758
Total,	459	206	6,027	20,488	1,203	27,778	253	40,658
MUNSTER.								
Clare,	136	—	—	—	—	—	136	20,701
Cork,	359	17	900	256	143	1,297	343	59,223
Kerry,	103	2	36	—	30	66	161	26,150
Limerick,	138	1	73	—	19	92	137	23,552
Tipperary,	143	2	53	—	—	53	141	23,464
Waterford,	91	—	—	—	—	—	81	10,523
Total,	1,020	22	972	256	192	1,420	998	161,312
LEINSTER.								
Carlow,	31	—	—	—	—	—	31	4,680
Dublin,	181	2	105	—	—	105	139	36,040
Kildare,	44	—	—	—	—	—	44	5,306
Kilkenny,	111	2	111	—	—	111	109	13,833
King's,	44	2	146	4	19	169	42	6,511
Longford,	42	1	25	81	—	56	41	6,083
Louth,	57	2	73	97	7	177	55	9,127
Meath,	77	3	108	7	—	115	74	7,259
Queen's,	32	1	47	3	—	50	31	4,294
Westmeath,	85	2	29	—	59	88	83	8,921
Wexford,	84	—	—	—	—	—	84	11,065
Wicklow,	41	2	70	—	9	79	39	5,778
Total,	779	17	714	144	94	952	762	119,587
CONNAUGHT.								
Galway,	181	—	—	—	—	—	181	28,091
Leitrim,	68	5	214	1	57	272	61	7,982
Mayo,	149	1	78	8	2	88	148	26,262
Roscommon,	110	—	—	—	—	—	119	20,435
Sligo,	44	1	105	2	7	114	43	7,673
Total,	559	7	397	11	66	474	552	92,461
ULSTER,	459	206	6,027	20,488	1,203	27,778	253	40,658
MUNSTER,	1,020	22	972	256	192	1,420	998	161,312
LEINSTER,	779	17	714	144	94	952	762	119,587
CONNAUGHT,	559	7	397	11	66	474	552	92,461
GRAND TOTAL,	2,817	252	8,110	20,899	1,615	30,624	2,565	417,018

There are five schools with an unmixed attendance of Protestant children under Roman Catholic and Protestant teachers conjointly.

One Poor Law Union school with an unmixed attendance of 7 Roman Catholic children under a Protestant teacher.

One Ordinary National School with an unmixed attendance of 36 Roman Catholics, under a Protestant teacher.

B

26. In our Reports for the years 1866 and 1867, we entered at some length into the question of the success of the system as a mixed system of secular instruction. We, for the past year, consider it unnecessary to do more than publish the tables bearing upon this subject. They exhibit an increase of schools with a mixed attendance—the number of mixed schools being greater by 23 in the year 1871 than in 1870.

Literary
classification
of pupils.

VI.—27. We have received returns showing, as in the subjoined Table, the literary proficiency of 755,237 of the pupils on the rolls for the *last quarter* of the year 1871.

PROVINCES AND COUNTRIES.	I. Book.	II. Book.	III. Book.	IV. and higher Books.	TOTAL.
ULSTER.					
Antrim,	26,581	22,020	11,709	4,232	64,551
Armagh,	10,774	7,890	3,957	1,564	24,185
Cavan,	9,306	9,001	4,277	1,562	24,146
Donegal,	14,024	9,015	4,564	1,748	30,251
Down,	16,704	13,188	7,109	3,080	40,081
Fermanagh,	4,714	4,423	2,093	629	11,859
Londonderry,	7,733	6,894	3,960	1,870	20,457
Monaghan,	6,940	6,229	3,323	1,157	17,651
Tyrone,	12,555	9,996	4,939	2,005	29,495
Total,	109,331	89,565	45,933	17,847	262,676
MUNSTER.					
Clare,	8,603	8,732	4,955	2,370	24,660
Cork,	30,007	26,193	14,003	7,584	77,787
Kerry,	13,062	11,790	6,863	3,580	35,295
Limerick,	10,513	9,902	5,708	4,201	30,324
Tipperary,	11,476	11,052	6,063	3,048	31,639
Waterford,	5,236	3,786	1,960	965	11,967
Total,	78,923	71,478	39,584	21,753	211,738
LEINSTER.					
Carlow,	2,806	2,253	1,003	376	6,438
Dublin,	17,026	10,480	5,145	2,848	35,499
Kildare,	4,117	3,301	1,740	837	9,995
Kilkenny,	6,862	5,539	2,709	1,388	16,498
King's,	4,053	3,463	1,797	778	10,091
Longford,	4,480	3,345	1,724	866	10,395
Louth,	4,517	3,719	1,530	552	10,518
Meath,	4,896	4,500	2,188	1,324	12,908
Queen's,	4,049	3,539	1,729	900	10,217
Westmeath,	4,326	4,117	1,963	874	11,300
Wexford,	5,712	4,497	2,240	1,124	13,573
Wicklow,	4,131	3,164	1,568	804	9,667
Total,	67,155	51,917	25,356	12,671	157,099

[continued.]

TABLE showing the CLASSIFICATION of the PUPILS—continued.

PROVINCES AND COUNTRIES.	I. Book.	II. Book.	III. Book.	IV. and higher books.	TOTAL.
CONNAUGHT.					
Galway,	14,117	10,312	5,016	1,667	31,112
Leitrim,	7,604	7,209	3,085	1,082	18,980
Mayo,	14,018	11,492	5,231	1,664	32,405
Roscommon,	9,069	9,294	4,196	1,871	24,430
Sligo,	6,820	6,017	2,761	1,199	16,797
Total,	51,628	44,324	20,289	7,483	123,724
ULSTER.					
ULSTER,	109,331	89,565	45,933	17,847	262,676
MUNSTER,	78,023	71,478	39,584	21,753	211,738
LEINSTER,	67,155	51,917	25,356	12,671	157,099
CONNAUGHT,	51,628	44,324	20,289	7,483	123,724
Grand Total,	307,037	257,284	131,102	59,754	755,237
Per-centage,	40.6	34.1	17.4	7.9	-

VII.—28. The total amount of salaries, premiums, gratuities, and allowances paid by us in 1871 to the Principal Teachers, Assistants, Monitors, and Workmistresses in National Schools—including the Central and other Model Schools, and the payments to Organizing Teachers—was £300,795 15s. 10d. This sum includes £4,659 12s. 6d., school fees, apportioned to Teachers in Model Schools. The details for each species of service are given in our Financial Statement, hereto appended.

Total amount of salaries, gratuities, &c., paid in 1871.

29. We publish in the Appendix the names of the Teachers who withdrew during the year from the office of Teacher, through age and infirmity, on receiving retiring gratuities.

Retiring Gratuities.

VIII.—30. The amount received for books, school requisites, and apparatus, sold at reduced prices to National Schools in the year 1871, was £18,749 14s. 7d. The number of orders was 12,823; and the average amount of each order, £1 10s. 5d.

Sale Stock Requisites.

31. The value of the grants of requisites and apparatus given as Free Stock to National Schools in 1871, was £2,860 8s. 8d. The number of grants was 675, the particulars of which are annexed.

Free Stock Requisites.

	£	s.	d.
239 Grants to Ordinary National Schools, including outstanding Grants from previous year,	1,072	9	8
111 Grants to Model Schools,	445	6	5
106 " Pupil-teachers and Monitors,	237	19	6
19 " Teachers in Training, &c.,	649	2	4
50 " Schools under Organization,	174	7	4
60 " Agricultural Schools,	130	0	7
61 Grants of Music Requisites,	61	0	0
29 " of Drawing Requisites,	90	2	10

Total, 675

£2,860 8 8
8 2

Total number of children on the rolls of the Central Model Schools on 31st Dec., 1871, with their religious denominations.

IX.—32. The number of pupils on the rolls of our Model Schools in Marlborough-street upon the 31st of December, 1871, was—boys, 1,210; girls, 713; infants, 351; making a total of 2,274. This number includes 330 males in Night School.

33. The religious denominations of the pupils on the rolls of the Model Schools, Marlborough-street, at the end of the past year, are specified in the following return:—

	Males.	Females.	Infants.	Total.
Established Church, .	382	224	109	715
Roman Catholics, .	658	377	109	1,244
Presbyterians, .	103	69	22	194
Other Persuasions, .	54	35	21	110
Jews, .	3	8	—	11
Total, .	1,210	713	351	2,274

The number of pupils on the rolls at the corresponding period of 1870 was 2,155.

Number of Teachers trained in 1871.

X.—34. We trained during the year, and supported at the public expense, 251 Teachers, of whom 116 were males, and 135 females. Of the 251 Teachers trained during the year, 46 were of the Established Church, 123 were Roman Catholics, 70 were Presbyterians, and 12 were of other persuasions. The total number of male and female teachers trained from the commencement of our proceedings to the 31st December, 1871, is 8,929. We do not include in this last number those Teachers who, at the time of their training, were unconnected with National Schools.

Navigation teachers.

35. Besides the Teachers trained in the ordinary courses of literature, science, and school-keeping, during the past year, we caused an additional number of Teachers to be instructed in the principles of Navigation and the use of nautical instruments. In admitting Teachers to this department, we select those only who are possessed of the attainments necessary to profit by the special instruction given, and whose schools are the most favourably situated for the introduction of this branch of education.

Training departments.

36. The establishments in which the Teachers, both male and female, attending at our Training Institution, are boarded and lodged, continue to be efficiently conducted. The inmates have been distinguished, as heretofore, for the general correctness of their conduct, for the maintenance of order and discipline, for the exercise of kindly feeling towards each other, and for the careful observance of their religious duties.

Number of Teachers in the Board's

XI.—37. We had in our service at the end of the year 1871, 6,476 Principal Teachers, 2,556 Assistants, and 396 Junior Lite-

rary and Industrial Assistants, making, in the whole, 9,428—^{service at end of 1871.} of whom 3,461 are trained. We also had in our service, at the same period, 440 Workmistresses and Teachers of the higher industrial branches.

38. These teachers were classed as follows:—

Class.	Principals.		Assistants.		Junior Assistants.	Workmistresses and Industrial Teachers.
	Males.	Females.	Males.	Females.		
1 st . . .	122	72	5	2	.	.
1 st . . .	125	96	3	10	.	.
1 st . . .	270	146	18	21	.	.
2 nd . . .	678	389	34	99	.	.
2 nd . . .	700	443	65	154	.	.
3 rd . . .	1,505	656	207	713	.	.
3 rd . . .	518	288	132	379	.	.
Probationers, .	305	163	239	476	396	.
Total, .	4,223	2,253	702	1,854	396	440
	6,476*		2,556*			

39. In our "Rules and Regulations," published in the Appendix, will be found the scale of salaries of the principal and assistant teachers of National schools.

40. A return which we have furnished to an order of the House of Commons shows that for the year 1871 the average income, from all sources, of classed male principal teachers was £42 0s. 4d., and of classed female principal teachers £34 10s. 3d. The classed assistants received respectively—males, £22 5s. 8d., females, £19 1s. 1d.

41. We have again drawn the attention of Her Majesty's Government to the inadequacy of the salaries of our teachers, and have provided in our estimates for a substantial addition to the vote, with a view of augmenting their incomes.

42. In our estimate for last year we proposed an increase of £99,552 to the payments of the teachers, the amount to be distributed in a plan of payment for results which, after much consideration, we had prepared for the purpose. This plan will be found in the Appendix.

43. Her Majesty's Government felt themselves unable to deal with the whole question of the salaries of the teachers, but informed us that they were prepared to adopt as a temporary arrangement the bringing up of the salaries of the third class and probationary

* This number is exclusive of the Teachers in Prison Schools, Lunatic Asylum Schools, and Workhouse Schools, in connexion with us; and also, of the Lay Teachers in Convent Schools—the former not being paid by our Board, and the latter being paid according to the average daily attendance in their respective schools.

teachers to the pay of second class, less one pound, *i.e.*, the males from £15, £18, and £24, respectively, to £27, and the females from £14, £16, and £20, respectively, to £23, the increase to be determined in each case by the application of the system of results which we had submitted with our estimate.

44. On receipt of this proposal we expressed our regret that the Government felt themselves unprepared to adopt the whole plan recommended in our estimate, and added that we could not conceal our opinion that any temporary measure of relief would fail to satisfy the just demands of the whole body of the teachers for an increase to their incomes. We, however, felt that we could not incur the responsibility of refusing even an instalment, and accordingly expressed our readiness to accept the proposal of the Government, especially as its leading object appeared to be to improve the condition of the classes of teachers most in need of immediate relief.

45. To carry out this temporary arrangement—if every teacher to whom this indulgence was extended, earned in results' fees as much as according to his class was *available* to him—would involve, it was estimated, an expenditure of £18,803; but owing to the unpreparedness of the teachers, in many instances, for a system of results, and also to the promotions, in the meantime, by the usual course of examination, of many of the probationers to third class, and of many of the third class to second class, the amount actually awarded for results was only £12,504. It must, however, be observed that a considerable proportion of the third class and some of the probationers exhibited results which would have produced a greater amount of fees than could be paid to them under the peculiar conditions of the grant.

46. As we confidently hope to obtain the sanction of Her Majesty's Government for the application of our plan of results to the whole body of the teachers in the year 1872-73, involving an expenditure of £104,691, we deem it desirable to postpone for the present any statement of the working of the system of results, especially as its application last year was limited to the worst conditioned schools—*i.e.*, those in charge of probationary and third class teachers.

47. We, however, are enabled to state that the Inspectors, in their various reports, refer to the result of the limited experiment of last year as highly satisfactory and as indicative of a great improvement in the efficiency of our teachers.

Number of
Paid Moni-
tors in
Board's
service.

48. The number of Paid Monitors in our service in Ordinary National Schools was 4,005: First Class, 164; Senior, 3,878; and Junior, 463.

49. The following Table distinguishes the Males from the Females, and shows the number of each grade in each year of service:—

Year of Service.	First Class.		Sealer.		Junior.	
	Males.	Females.	Males.	Females.	Males.	Females.
1st year, . . .	9	75	414	825	89	76
2nd " . . .	10	70	373	624	70	100
3rd " . . .	.	.	242	489	61	07
4th " . . .	.	.	184	427	.	.
Total, .	19	145	1,213	2,165	220	243
	164		3,378		463	
	4,005					

50. The number of Teachers in receipt of Good Service Salary at end of year 1871, was 630; of whom 463 were males, and 167 females.

Number of Teachers in receipt of Good Service salary.

51. The following Table exhibits the number in each Class, and term of Service completed since first classed:—

Class.	Males.			Females.		
	8 Years.	12 Years.	17 Years.	8 Years.	12 Years.	17 Years.
III ^d . . .	10	21	31	-	2	3
II ^d . . .	1	9	35	1	9	6
II ^d . . .	9	35	79	2	15	16
I ^d . . .	10	18	67	4	12	16
I ^d . . .	1	12	58	4	8	28
I ^d . . .	-	17	50	-	14	27
Total, .	31	112	320	11	60	98
	463			167		
	630					

XII.—52. We have had set forth, in counties and provinces, the amount of local emoluments received in aid of salaries of teachers of National Schools (excluding Workhouse Schools, Prison Schools, Lunatic Asylum Schools, and Closed or Suspended Schools) during the year 1871, with the average for each school, and for each pupil in daily average attendance.

Local emoluments of Teachers.

[TABLE.

AMOUNT of LOCAL EMOLUMENTS received in aid of Salaries of Teachers of National Schools in 1871.

PROVINCES AND COUNTIES.	Payments by Pupils.			Subscriptions, &c., &c.			Total.	No. of Schools.	No. of Pupils.	Average per School.			Average per Pupil.			
	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	s.			
ULSTER:																
Antrim,	7,328	2	0	335	17	6	8,033	19	6	506	50,542	15	17	6	5	3
Armagh,	1,670	0	3	840	12	10	2,510	13	1	266	11,341	12	4	6	4	5
Cavan,	785	12	2	179	5	0	955	17	2	254	10,103	8	15	3	1	10
Down,	1,102	3	11	339	11	8	1,631	15	7	332	12,904	4	18	3	2	6
Dowry,	4,456	19	4	851	2	8	5,493	2	0	369	20,421	14	13	11	5	3
Fermanagh,	564	7	3	179	8	11	743	16	2	132	5,174	5	11	10	2	10
Londonderry,	1,776	2	11	1,597	16	1	3,293	18	0	228	10,015	14	8	0	6	6
Monaghan,	944	16	5	250	16	8	1,191	13	1	151	7,685	7	5	10	2	11
Tyrone,	1,597	6	2	632	1	0	2,249	7	2	519	12,550	7	1	0	3	7
Total,	30,025	10	5	5,991	12	4	35,927	2	9	2,497	120,541	10	7	0	4	3
MUNSTER:																
Clare,	1,613	6	3	59	0	0	1,672	6	3	196	11,695	0	0	11	2	10
Cork,	5,584	2	7	664	15	10	6,608	18	3	585	40,560	11	8	0	3	3
Kerry,	1,839	11	4	202	15	6	2,143	6	10	260	18,317	8	4	9	2	4
Limerick,	2,602	0	10	433	9	0	3,285	9	10	216	15,056	14	10	7	4	0
Tipperary,	2,674	15	5	514	6	5	3,189	2	9	290	15,941	11	7	9	4	0
Waterford,	1,950	6	1	325	7	6	1,834	13	7	112	6,177	12	7	3	4	5
Total,	16,012	2	10	2,390	14	3	18,293	17	1	1,551	108,546	11	1	7	3	4
LEINSTER:																
Dublin,	289	9	8	31	11	8	321	1	4	60	3,129	5	7	0	2	0
Dublin,	3,101	14	5	1,577	2	9	4,478	17	2	222	17,890	20	3	6	5	0
Kildare,	724	17	7	85	5	0	811	2	7	90	4,051	8	5	6	3	4
Kilkenny,	1,022	0	11	213	3	3	1,235	4	2	169	8,493	7	8	8	2	11
King's,	771	2	6	120	0	0	891	2	6	100	4,831	8	18	2	3	7
Longford,	205	10	6	106	6	9	373	17	3	90	4,140	4	2	10	1	0
Louth,	618	17	6	830	13	6	949	11	0	90	4,980	10	11	0	3	10
Meath,	750	18	5	335	5	11	1,104	2	4	163	6,157	6	15	6	3	7
Queen's,	521	0	10	212	0	0	773	0	10	91	4,615	8	9	10	3	4
Westmeath,	511	9	1	114	9	0	625	18	1	128	5,425	4	17	9	2	3
Wexford,	791	17	3	151	3	8	943	0	11	141	6,242	6	18	9	3	0
Wicklow,	506	5	3	426	12	10	1,022	18	1	96	4,440	10	13	1	4	7
Total,	9,966	1	11	3,562	14	4	13,628	16	5	1,445	75,338	9	7	3	3	7
CONNAUGHT:																
Galway,	1,245	14	7	212	16	6	1,458	11	1	271	13,430	5	7	7	2	1
Leitrim,	450	10	11	268	10	1	719	1	0	192	7,594	3	19	0	1	10
Mayo,	970	0	10	520	4	8	1,498	5	6	258	18,218	5	16	1	2	3
Roscommon,	839	1	0	347	6	6	1,206	7	6	195	10,015	6	3	1	2	4
Sligo,	704	18	0	225	13	6	930	11	6	139	7,294	6	16	10	2	6
Total,	4,238	5	4	1,574	11	3	5,812	16	7	1,043	51,691	5	11	5	2	3
Grand Total,	50,242	0	6	13,319	12	1	63,561	12	0	6,536	358,026	0	11	6	3	6

Total emoluments.

53. The total amount received by the teaching-staff of the schools in connexion with our Board for the year 1871, appears to have been £359,697 16s. 0d.—only 17·7 per cent. of this sum having been locally provided, whilst the large proportion of 82·3 per cent. was derived from the funds placed at our disposal by the State.

Workhouse schools, and attendance.

XIII.—54. The number of Workhouse Schools in connexion with us on the 31st December, 1871, was 148. Of these schools 35 are in Ulster, 49 in Munster, 35 in Leinster, and 29 in Connaught.

55. The total number of pupils appearing on the rolls of these 148 Workhouse Schools, for the year ending 31st December, 1871, was 15,795, and the average daily attendance, 7,681.

XIV.—56. The number of District and Minor Model Schools in operation at the end of the year was 26—this number is exclusive of the Model Schools in the Metropolitan District. These schools continue to maintain their high character.

Attendance
at District
and Minor
Model
Schools.

57. The total number of pupils on the rolls of these schools for the year ended the 31st of December, 1871, was 19,121, and the average daily attendance for the same period, 8,595. The numbers for the year 1870 were 17,700 on rolls, and 8,162 in average daily attendance. In the following Table the total number on the rolls is divided into males, females, and infants:—

County.	Number.	Name of School.	No. of Pupils on the Rolls for the year ended 31st December, 1871.				Average daily attendance for the year ended 31st Dec., 1871.
			Males.	Females.	Infants.	Total.	
Dublin.	1	Metropolitan:					
"		Central.	2,380	1,291	699	4,370	1,696
"		Inchicore.	235	96	179	510	225
"		West Dublin.	387	265	234	886	396
Antrim.	2	Belfast.	1,347	747	470	2,564	1,106
"	3	Ballymena.	187	161	99	447	234
Armagh.	4	Newry.	209	208	155	572	269
Cavan.	5	Bailieborough.	220	180	80	480	172
Down.	6	Newtownards.	215	174	157	546	297
Fermanagh.	7	Enniskillen.	182	103	106	391	193
Londonderry.	8	Coleraine.	142	111	73	326	169
"	9	Londonderry.	389	222	150	761	395
Cork.	10	Dunmanway.	275	271	.	546	301
"	11	Cork.	338	305	222	865	364
Limerick.	12	Limerick.	257	130	143	530	254
Tipperary.	13	Clonmel.	120	82	66	268	107
Waterford.	14	Waterford.	160	133	147	440	186
Kildare.	15	Athy.	98	85	68	251	109
Kilkenny.	16	Kilkenny.	98	66	70	234	117
Meath.	17	Trim.	219	31	71	321	135
Wexford.	18	Enniscorthy.	52	46	56	154	79
Galway.	19	Galway.	94	38	59	211	112
Sligo.	20	Sligo.	151	104	97	352	195
Antrim.	21	Ballymoney (Minor).	184	151	121	456	234
"	22	Carrickfergus.	170	121	149	440	284
Armagh.	23	Lurgan.	421	163	147	731	348
Monaghan.	24	Monaghan.	156	124	103	383	186
Tyrone.	25	Omagh.	184	163	100	507	254
"	26	N.-T.-Stewart.	92	83	76	251	124
King's.	27	Parsonstown.	125	102	93	320	165
		Total.	9,075	5,806	4,240	19,121	8,595

58. We have obtained returns showing the religious denominations of the 19,121 pupils on the rolls of the Metropolitan, and the Religious Denominations.

tions of Model School pupils. District and Minor Model Schools, for the year ended the 31st December, 1871. It appears that 6,505 were of the Established Church, 5,932 were Roman Catholics, 5,342 were Presbyterians, and 1,342 belonged to other religious persuasions. In the subjoined tabulation of these returns, we include the schools of the Central or Metropolitan district.

RELIGIOUS DENOMINATIONS of the PUPILS on the Rolls of the Model Schools, for the year ended the 31st December, 1871.

COUNTY.	Roll No.	School.	No. of Pupils on the Rolls for the year ended 31st Dec., 1871.	Religious Denominations.			
				Established Church.	R. Catholics.	Presbyterian.	Other Persuasions.
DUBLIN,		METROPOLITAN : CENTRAL MODEL.					
	752	Male, No. 1,	1,597	482	961	101	53
	8633	Do., No. 2,	236	64	122	38	12
	8654	Do., No. 3,	143	37	94	7	5
	8655	Do., No. 4,	162	56	87	12	7
	8656	Do., No. 5,	242	151	64	17	10
	753	Female, No. 1,	825	248	436	91	50
	8657	Do., No. 2,	194	42	136	15	7
	8658	Do., No. 3,	127	39	68	8	12
	8659	Do., No. 4,	145	46	88	11	.
	1795	Infant, .	699	170	440	52	37
		Total, .	4,370	1,335	2,490	352	193
		WEST DUBLIN.					
	5640	Male, .	387	22	354	10	1
	5641	Female, .	265	21	237	7	.
	5642	Infant, .	234	17	209	8	.
		Total, .	886	60	800	25	1
		INCHICORE RAIL- WAY.					
	6978	Male, .	235	68	159	5	3
	6979	Female, .	96	34	58	2	2
	6980	Infant, .	179	86	89	4	.
		Total, .	510	188	306	11	5
		BELFAST.					
	6963	Male, .	1,347	394	116	720	127
	6964	Female, .	747	237	26	418	66
	6965	Infant, .	470	144	18	268	40
		Total, .	2,564	765	160	1,406	233
ANTRIM,		BALLYMENA.					
	5621	Male, .	187	33	5	128	21
	5622	Female, .	161	32	6	111	12
	5623	Infant, .	99	19	8	60	12
		Total, .	447	84	19	299	45

[continued.]

RELIGIOUS DENOMINATIONS of PUPILS on Rolls of Model Schools.

COUNTY.	Roll No.	School.	No. of Pupils on the Rolls for the year ended 31st Dec., 1871.	Religious Denominations.			
				Established Church.	R. Catholic.	Presbyterian.	Other Denominations.
ARMAGH, .	{	NEWBY.					
		5624 Male, . . .	209	62	47	67	13
		5625 Female, . . .	208	67	26	99	16
		5626 Infant, . . .	155	50	23	67	15
		Total, . . .	572	179	96	253	44
CAVAN, .	{	BAILIEBOROUGH.					
		5627 Male, . . .	220	55	106	59	.
		5628 Female, . . .	160	45	101	34	.
		6514 Infant, . . .	60	31	27	22	.
		Total, . . .	480	131	234	115	.
DOWN, .	{	NEWTOWNARDS.					
		7774 Male, . . .	215	24	2	150	39
		7775 Female, . . .	174	16	2	143	13
		7776 Infant, . . .	157	20	3	123	11
		Total, . . .	546	60	7	416	63
FERMANAGH, .	{	ENNISKILLEN.					
		9071 Male, . . .	182	129	9	20	24
		9072 Female, . . .	103	61	3	22	17
		9073 Infant, . . .	106	68	5	17	16
		Total, . . .	391	256	17	59	57
LONDONDERRY, .	{	COLERAINE.					
		5618 Male, . . .	142	34	7	90	11
		5619 Female, . . .	111	15	15	73	8
		5620 Infant, . . .	73	12	6	44	11
		Total, . . .	326	61	28	207	30
Do., .	{	LONDONDERRY.					
		7690 Male, . . .	389	122	10	231	26
		7691 Female, . . .	222	74	2	130	16
		7692 Infant, . . .	150	43	7	79	21
		Total, . . .	761	239	19	440	63
CORK, .	{	DUNMANWAY.					
		5636 Male, . . .	275	16	253	.	6
		5637 Female, . . .	271	8	253	.	8
		Total, . . .	546	24	506	.	14
		CORK.					
Do., .	{	8951 Male, . . .	338	216	64	15	43
		8952 Female, . . .	305	190	56	15	44
		8953 Infant, . . .	292	132	34	10	46
		Total, . . .	865	538	154	40	133
LIMERICK, .	{	LIMERICK.					
		6950 Male, . . .	257	126	93	12	24
		6951 Female, . . .	130	83	27	8	12
		6952 Infant, . . .	143	91	24	18	10
		Total, . . .	530	302	144	38	46

[continued.]

RELIGIOUS DENOMINATIONS of PUPILS on Rolls of Model Schools.

County.	Roll No.	School.	No. of Pupils on the Rolls for the year ended 31st Dec., 1871.	Religious Denominations.			
				Established Church.	R. Catholic.	Presbyterian.	Other Protestants.
TIPPERARY, .	{	CLONMEL.					
		5633 Male, . . .	120	45	63	10	2
		5634 Female, . . .	82	33	28	17	4
		5635 Infant, . . .	56	25	20	8	3
		Total, . . .	258	103	111	35	9
WATERFORD, .	{	WATERFORD.					
		6974 Male, . . .	160	80	43	9	28
		6975 Female, . . .	153	39	86	6	22
		6976 Infant, . . .	147	56	52	16	23
		Total, . . .	460	175	181	31	73
KILDARE, .	{	ATHY.					
		6209 Male, . . .	96	44	20	26	6
		6210 Female, . . .	95	45	23	20	7
		6615 Infant, . . .	68	44	3	14	7
		Total, . . .	259	133	46	60	20
KILKENNY, .	{	KILKENNY.					
		6981 Male, . . .	88	59	17	7	5
		6982 Female, . . .	60	28	36	2	.
		6983 Infant, . . .	70	42	20	7	1
		Total, . . .	224	129	73	16	6
DUBLIN, .	{	TRIM.					
		5630 Male, . . .	219	33	185	.	1
		5631 Female, . . .	31	22	7	.	2
		5632 Infant, . . .	71	29	39	3	.
		Total, . . .	321	84	231	3	3
WEXFORD, .	{	ENNISCORTHY.					
		7784 Male, . . .	52	33	6	7	6
		7785 Female, . . .	46	36	2	4	4
		7786 Infant, . . .	56	41	3	10	2
		Total, . . .	154	110	11	21	12
GALWAY, .	{	GALWAY.					
		6212 Male, . . .	94	37	29	15	13
		6213 Female, . . .	58	25	5	22	6
		6214 Infant, . . .	59	24	11	18	6
		Total, . . .	211	86	45	55	25
SLIGO, .	{	SLIGO.					
		8206 Male, . . .	151	83	11	28	29
		8207 Female, . . .	104	39	12	18	35
		8208 Infant, . . .	97	57	2	22	16
		Total, . . .	352	179	25	68	80

[continued.]

RELIGIOUS DENOMINATIONS of PUPILS on Rolls of Model Schools.

COUNTY.	Roll No.	School.	No. of Pupils on the Rolls for the year ended 31st Dec., 1871.	Religious Denominations.			
				Established Church.	R. Catholic.	Presbyterian.	Other Denominations.
ANTRIM, .	{	BALLYMONEY (MINOR).					
		6737 Male, . . .	134	24	1	155	4
		6738 Female, . . .	151	21	7	117	6
		6739 Infant, . . .	121	20	2	99	.
		Total, . . .	456	65	10	371	10
Do., . .	{	CARRICKFERGUS (MINOR).					
		7753 Male, . . .	170	40	2	106	22
		7754 Female, . . .	121	31	1	80	9
		7755 Infant, . . .	149	43	.	81	25
		Total, . . .	440	114	3	267	56
ARMAGH, .	{	LURGAN (MINOR).					
		8540 Male, . . .	421	270	32	94	25
		8541 Female, . . .	163	91	1	58	13
		8542 Infant, . . .	147	71	8	51	17
		Total, . . .	731	432	41	203	55
MONAGHAN,	{	MONAGHAN (MINOR).					
		7751 Male, . . .	156	88	8	52	8
		7752 Female, . . .	124	62	6	55	1
		7854 Infant, . . .	103	66	3	34	.
		Total, . . .	383	216	17	141	9
TYRONE, .	{	OMAGH (MINOR).					
		7853 Male, . . .	184	76	5	87	16
		8178 Female, . . .	163	73	11	64	15
		8179 Infant, . . .	160	79	2	64	15
		Total, . . .	507	228	18	215	46
Do. . .	{	N.-T.-STEWART (MINOR).					
		7758 Male, . . .	92	21	.	71	.
		7759 Female, . . .	83	28	.	55	.
		8694 Infant, . . .	76	31	.	45	.
		Total, . . .	251	80	.	171	.
KING'S COUNTY,	{	PARSONSTOWN (MINOR).					
		7949 Male, . . .	125	46	60	15	4
		7950 Female, . . .	102	55	36	7	4
		7951 Infant, . . .	93	46	42	2	3
		Total, . . .	320	147	138	24	11
Grand Total,			19,121	6,505	5,932	5,342	1,342
Per-centage,			-	34.0	31.0	28.0	7.0

Agricultural
School
Farms.

XVI.—59. The total number of School Farms in connexion with us on the 31st December, 1871, was 165—of which 22 were School Farms of the First Class, under the exclusive management of our Board, and 14 were School Farms of the First Class, under local management. Of the remaining number, 115 were ordinary School Farms, and 14 were School Gardens—one of the latter being under our own management.

60. The following is a list of the School Farms of the First Class:—

No. 1.—Twenty-two SCHOOL FARMS of the FIRST CLASS under EXCLUSIVE MANAGEMENT of our Board.

County.	School.	County.	School.
Antrim, .	Ballymoney.	Limerick, .	Limerick (Mungret).
" .	Ulster (Belfast).	" .	Tervoe.
Cavan, .	Ballieboro'.	" .	Mt. Trenchard.
Donegal, .	Templedouglas.	Tipperary, .	Kyle Park.
" .	Dunlewy.	" .	Derrycastle.
Fermanagh, .	Euniskillen.	" .	Germanstown.
Monaghan, .	Bath.	Dublin, .	Albert (Glasnevin)
Cork, .	Duamansway.	Kildare, .	Athy.
" .	Glandore.	Kilkenny, .	Woodstock.
" .	Farraby.	" .	Kilkenny.
" .	Munster (Cork).	Leitrim, .	Leitrim.

No. 2.—Fourteen SCHOOL FARMS of the FIRST CLASS under LOCAL MANAGEMENT.

County.	School.	County.	School.
Antrim, .	Larne.	Waterford, .	Gleagarra.
Fermanagh, .	Carrick.	Carlow, .	Garryhill.
Monaghan, .	Cornagilta.	Kilkenny, .	Piltown.
Tyrone, .	Loughash.	King's, .	Bahan.
Clare, .	Feakle.	Meath, .	Woodpole.
" .	Cabersherkin.	Galway, .	Ballinakill.
" .	Sallybank.	Roscommon, .	Glanduff.

[TABLE.]

61. The following is a Classified Summary of the School Farms in the several Counties of Ireland on the 31st December, 1871:—

Summary
of Agri-
cultural
School
Farms.

Counties.	School Farms.				Counties.	School Farms.			
	First Class.	Ordinary.	School Gardens.	Total.		First Class.	Ordinary.	School Gardens.	Total.
1. Antrim, . . .	3	1	.	4	16. Carlow, . . .	1	.	.	1
2. Armagh, . . .	.	6	1	7	17. Dublin, . . .	1	.	1	2
3. Cavan, . . .	1	9	.	10	18. Kildare, . . .	1	4	.	5
4. Donegal, . . .	2	10	4	16	19. Kilkenny, . . .	3	3	.	6
5. Down, . . .	.	1	.	1	20. King's, . . .	1	.	.	1
6. Fermanagh, . . .	2	3	.	5	21. Longford, . . .	.	3	1	4
7. Londonderry, . . .	.	.	.	.	22. Louth, . . .	.	.	.	.
8. Monaghan, . . .	2	3	.	5	23. Meath, . . .	1	2	.	3
9. Tyrone, . . .	1	5	2	8	24. Queen's, . . .	.	2	.	2
Total, Ulster, . . .	11	38	7	56	25. Westmeath, . . .	.	1	.	1
					26. Wexford, . . .	.	.	.	.
					27. Wicklow, . . .	.	1	.	1
					Total, Leinster, . . .	8	16	2	26
10. Clare, . . .	3	7	.	10	28. Galway, . . .	1	7	.	8
11. Cork, . . .	4	5	.	9	29. Leitrim, . . .	1	3	.	4
12. Kerry, . . .	.	3	.	3	30. Mayo, . . .	.	13	2	15
13. Limerick, . . .	3	1	.	4	31. Roscommon, . . .	1	6	1	8
14. Tipperary, . . .	3	1	1	5	32. Sligo, . . .	.	13	1	14
15. Waterford, . . .	1	2	.	3	Total, Connaught . . .	3	42	4	49
Total, Munster, . . .	14	19	1	34	Grand Total, . . .	36	115	14	165

62. The following Table shows the number of School Farms in the years 1852, 1853, 1854, 1855, 1856, 1857, 1858, 1859, 1860, 1861, 1862, 1863, 1864, 1865, 1866, 1867, 1868, 1869, 1870, and 1871:—

Number of
School
Farms,
from 1852
to 1871.

Year.	Number of School Farms in each Year.				
	First Class.	Ordinary.	School Gardens.	Workhouses.	Total.
1852, . . .	27	39	3	23	92
1853, . . .	33	43	3	50	129
1854, . . .	35	47	3	70	155
1855, . . .	37	46	8	79	165
1856, . . .	37	51	3	77	168
1857, . . .	39	48	3	76	166
1858, . . .	42	47	3	64	156
1859, . . .	38	45	2	56	143
1860, . . .	36	42	2	41	121
1861, . . .	36	39	2	43	120
1862, . . .	36	48	3	47	134
1863, . . .	36	50	3	.	89
1864, . . .	36	55	3	.	94
1865, . . .	38	62	4	.	104
1866, . . .	38	66	5	.	109
1867, . . .	39	69	5	.	112
1868, . . .	38	80	6	.	124
1869, . . .	39	90	6	.	135
1870, . . .	37	100	10	.	147
1871, . . .	36	115	14	.	165

* Since the 1st April, 1863, in accordance with the wishes of Her Majesty's Government, we have ceased to give assistance to agricultural departments of Workhouse National schools.

It thus appears that the number of new teachers who entered the service of the Board in 1871, was 923. The net increase to the number of schools in active operation was only 108, which shows that the vast majority of the new teachers entered the service to fill up vacancies caused by retirement or death, or, in some instances, to occupy additional assistantships created during the year. Six years ago the number of new teachers required for the service of the schools was as high as 995. The average for the three years ending with 1865 was 913.

Only a few of the new teachers had been previously trained in the Training Establishment in Dublin. But owing to the operation of the monitorial system in the ordinary schools, and to the pupil-teacherships in the model schools, upwards of 50 per cent, as in 1870, of the new teachers had received some preparation of a technical character for their office. Of the total number, 923, we find that 766 were pupils at National schools, and of these, 479 served as pupil-teachers or paid monitors.

64. We have to express our regret at the loss by death within the year of two distinguished Members of our Commission, the Right Hon. Sir Maziere Brady, bart., and the Earl of Dunraven, K.P.

65. On the 11th December the Right Hon. Alexander Macdonnell, on whom, in recognition of his services, Her Majesty has since been pleased to confer a baronetcy, resigned his office of Resident Commissioner. At a numerously attended Board, the Commissioners expressed their sense of the loss of Sir Alexander Macdonnell's services in the following terms :—

COPY of a RESOLUTION passed unanimously at a MEETING of the COMMISSIONERS of NATIONAL EDUCATION, held Tuesday, the 2nd January, 1872.

“RESOLVED—

“That we cannot allow the Right Honourable Alexander Macdonnell to pass from the position he has occupied for two and thirty years as Resident Commissioner of the Board of National Education, without placing on record the unanimous expression of our appreciation of his great public services, our admiration of his rare intellectual qualities, and our deep respect for his pure and noble character.

“That throughout a long official career, by his tact and wisdom, his self-sacrificing devotion to duty, his perfect impartiality, and his singular success under circumstances of difficulty and embarrassment, he has conferred incalculable benefits on Ireland, and entitled himself to the enduring gratitude of her people.

“That we sincerely lament his departure from amongst us, and earnestly wish him, in his retirement, many years of happiness and honour.”

66. His Excellency was pleased to appoint to the three vacancies in the Commission the Most Rev. Marcus Gervais Beresford, Archbishop of Armagh and Primate of All Ireland, the Right Hon. Viscount Monck, G.C.M.G., and Patrick Joseph Keenan, esq., C.B.—the last to succeed the Right Hon. Sir Alexander Macdonnell in the office of Resident Commissioner.

FINANCE. XVII.—67. We publish, in the usual form, a full statement of our receipts and expenditure for the year ending 31st of December, 1871.

XVIII.—68. We submit this, as our Report for the past year, to your Excellency, and in testimony thereof have caused our Corporate Seal to be hereunto affixed, this 2nd day of July, One Thousand Eight Hundred and Seventy-two.

(Signed)

SEAL.

JAMES KELLY,
WM. HOMAN NEWELL, } *Secretaries.*

ACCOUNT
OF
RECEIPTS AND DISBURSEMENTS,
FROM
1st JANUARY, 1871, TO 31st DECEMBER, 1871.

ACCOUNT of the RECEIPTS and DISBURSEMENTS of the COMMISSIONERS of

Sched.	CHARGE.	£	s.	d.
	BALANCE on the 1st January, 1871,	4,619	14	5
	PAYMASTER-GENERAL, AMOUNT RECEIVED on account of VOTES,	406,388	11	9
E.	INSPECTION—Salaries,	25	8	4
F.	„ Travelling and Personal Allowances,	4	3	4
G.	NORMAL ESTABLISHMENT,	6	12	6
H.	MODEL SCHOOLS,	12	2	2
I.	PRINCIPAL and ASSISTANT Teachers,	44	12	9
M.	MONITORS,	1	10	0
	(For sundry Repayments in aid of above Sub-heads of the Vote.)			
	•			
	EXCHEQUER EXTRA RECEIPTS:			
	SCHOOL FEES received from PUPILS attending the following MODEL SCHOOLS. (The Salaries of Principal and Assistant Teachers of Model Schools are supplemented by a sum of £4,000 or thereabouts, being about four-fifths of the Fees received from Pupils attending these Schools. The balance of the Fees—about £1,000—is payable to H. M. Exchequer):—	£	s.	d.
	CENTRAL MODEL SCHOOL, CO. DUBLIN,	398	12	0
	WEST DUBLIN MODEL SCHOOL, CO. DUBLIN,	163	1	4
	INCHECORSE MODEL SCHOOL, CO. DUBLIN,	105	17	10
	ATHY MODEL SCHOOL, CO. KILDARE,	53	12	0
	BALLINBOROUGH MODEL SCHOOL, CO. CAVAN,	115	10	2
	Carried forward	1,432	1	4
		413,102	15	3

NATIONAL EDUCATION, from 1st January, to 31st December, 1871.

Sched.	DISCHARGE.	£ s. d.	£ s. d.
A.	OFFICE IN DUBLIN:		
B.	Salaries,	—	18,458 14 2
C.	Rent,	—	115 7 6
D.	Rates and Taxes,	—	63 11 8
E.	INCIDENTAL EXPENSES:		
F.	Special Travelling of Commissioners and others on Official Business,	377 19 2	
G.	Stamps,	80 18 2	
H.	Service of Constables on Grenades,	143 12 3	
I.	Counsel for examining Titles, &c.,	100 0 0	
J.	Incidental Expenses,	263 19 2	
K.			921 8 9
L.	INSPECTION:		
M.	Salaries,	—	21,315 16 6
N.	Travelling and Personal Allowances, &c.,	—	6,829 7 5
O.	NORMAL ESTABLISHMENT:		
P.	Salaries, Professors, &c.,	1,816 13 4	
Q.	MALE TEACHERS' TRAINING DEPARTMENT:		
R.	Salaries, &c., Superintendents, &c.,	£465 11 9	
S.	Maintenance, &c., Teachers under Training,	2,095 2 4	
T.	General Expenditure,	312 1 4	
U.		2,692 15 5	
V.	FEMALE TEACHERS' TRAINING DEPARTMENT:		
W.	Salaries, &c., Superintendents, &c.,	£138 6 3	
X.	Maintenance, &c., Teachers under Training,	2,375 3 11	
Y.		2,461 10 1	
Z.	TRAINING DEPARTMENTS:		
AA.	Miscellaneous Expenditure,	—	305 18 7
AB.			7,296 17 5
AC.	H. MODEL SCHOOLS.		
AD.	CENTRAL MODEL SCHOOL:		
AE.	Salaries and Allowances—Teachers, Pupils, Teachers, and Monitors,	£4,474 15 1	
AF.	General Expenditure,	70 14 0	
AG.		4,545 9 1	
AH.	WEST DUBLIN MODEL SCHOOL:		
AI.	Salaries and Allowances—Teachers, Pupils, Teachers, and Monitors,	£1,679 13 6	
AJ.	General Expenditure,	48 0 10	
AK.		1,118 14 4	
AL.	GLASNEVIN MODEL INDUSTRIAL SCHOOL:		
AM.	Salaries, &c., Teachers—Literary Department,	£226 0 8	
AN.	General Expenditure, Industrial ditto,	55 10 2	
AO.		281 10 10	
AP.	INCINCORE MODEL SCHOOL:		
AQ.	Salaries and Allowances—Teachers, Pupils, Teachers, and Monitors,	£452 0 6	
AR.	General Expenditure,	13 14 6	
AS.		465 15 0	
AT.	ATHY DISTRICT MODEL SCHOOL:		
AU.	Salaries and Allowances—Teachers, Pupils, Teachers, and Monitors,	£1,367 9 2	
AV.	General Expenditure,	48 2 3	
AW.		1,105 11 5	
AX.	BALLINBOROUGH DISTRICT MODEL SCHOOL:		
AY.	Salaries and Allowances—Teachers, Pupils, Teachers, and Monitors,	£764 5 1	
AZ.	General Expenditure,	61 18 1	
BA.		826 3 2	
BB.	Carried forward,	£8,343 3 10	£2,932 3 5

ACCOUNT OF RECEIPTS

Sched.	CHARGE.	£ s. d.		£ s. d.	
	Brought forward, . . .	1,432	1 4	413,102	15 3
	AMOUNT OF SCHOOL FEES—continued,				
	BALLYMENA MODEL SCHOOL, CO. ANTRIM, . . .	120	16 10		
	BELFAST MODEL SCHOOL, CO. ANTRIM, . . .	694	13 4		
	CLONMEL MODEL SCHOOL, CO. TIPPERARY, . . .	79	11 4		
	COLERAINE MODEL SCHOOL, CO. LONDONDERRY, . .	140	18 6		
	CORK MODEL SCHOOL, CO. CORK, . . .	373	8 5		
	DURMANWAY MODEL SCHOOL, CO. CORK, . . .	105	0 3		
	ENNISCORTHY MODEL SCHOOL, CO. WEXFORD, . .	55	14 2		
	ENNISKILLEN MODEL SCHOOL, CO. FERMANAGH, . .	170	8 6		
	GALWAY MODEL SCHOOL, CO. GALWAY, . . .	87	14 1		
	KILKENNY MODEL SCHOOL, CO. KILKENNY, . . .	78	12 5		
	LIMERICK MODEL SCHOOL, CO. LIMERICK, . . .	170	19 7		
	LONDONDERRY MODEL SCHOOL, CO. LONDONDERRY, .	323	13 8		
	Carried forward, . . £	3,899	12 5	413,102	15 3

and DISBURSEMENTS—continued.

DISCHARGE.		£ s. d.	£ s. d.
School H.	Brought forward, . . .	8,543 3 10	52,922 3 5
	BALLYMENA DISTRICT MODEL SCHOOL:		
	Salaries and Allowances—Teachers, Pupil-Teachers, and Monitors, . . .	£2809 13 1	
	General Expenditure, . . .	48 7 8	
		857 19 7	
	BELFAST DISTRICT MODEL SCHOOL:		
	Salaries and Allowances—Teachers, Pupil-Teachers, and Monitors, . . .	£2,926 17 4	
	General Expenditure, . . .	193 12 6	
		3,120 9 10	
	CLONMEL DISTRICT MODEL SCHOOL:		
	Salaries and Allowances—Teachers, Pupil-Teachers, and Monitors, . . .	£612 18 4	
	General Expenditure, . . .	44 12 11	
		657 11 3	
	COLERAINE DISTRICT MODEL SCHOOL:		
	Salaries and Allowances—Teachers, Pupil-Teachers, and Monitors, . . .	£697 1 7	
	General Expenditure, . . .	49 9 11	
		746 11 6	
	CORK DISTRICT MODEL SCHOOL:		
	Salaries and Allowances—Teachers, Pupil-Teachers, and Monitors, . . .	£1,622 10 3	
	General Expenditure, . . .	60 6 11	
		1,742 17 2	
	DUNMANWAY DISTRICT MODEL SCHOOL:		
	Salaries and Allowances—Teachers, Pupil-Teachers, and Monitors, . . .	£667 12 1	
	General Expenditure, . . .	61 9 10	
		729 1 11	
	ENNISCORRY DISTRICT MODEL SCHOOL:		
	Salaries and Allowances—Teachers, Pupil-Teachers, and Monitors, . . .	£354 4 6	
	General Expenditure, . . .	30 14 9	
		334 18 9	
	ENNISKILLEN DISTRICT MODEL SCHOOL:		
	Salaries and Allowances—Teachers, Pupil-Teachers, and Monitors, . . .	£701 12 1	
	General Expenditure, . . .	154 10 7	
		856 10 8	
	GALWAY DISTRICT MODEL SCHOOL:		
	Salaries and Allowances—Teachers, Pupil-Teachers, and Monitors, . . .	£641 8 8	
	General Expenditure, . . .	57 4 1	
		698 12 9	
	KILKENNY DISTRICT MODEL SCHOOL:		
	Salaries and Allowances—Teachers, Pupil-Teachers, and Monitors, . . .	£625 19 10	
	General Expenditure, . . .	112 4 2	
		638 4 0	
	LEMICK DISTRICT MODEL SCHOOL:		
	Salaries and Allowances—Teachers, Pupil-Teachers, and Monitors, . . .	£294 1 4	
	General Expenditure, . . .	165 8 8	
		799 5 0	
	LONGFORD DISTRICT MODEL SCHOOL:		
	Salaries and Allowances—Teachers, Pupil-Teachers, and Monitors, . . .	£1,394 9 8	
	General Expenditure, . . .	142 13 1	
		1,457 7 9	
	Carried forward, . . .	£ 20,972 14 0	52,922 3 5

ACCOUNT of RECEIPTS

Sched.	CHARGE.	£ s. d.		£ s. d.	
		Brought forward, . . .		5,899 12 5	
	AMOUNT OF SCHOOL FEES—continued,				413,102 15 3
	NEWRY MODEL SCHOOL, Co. DOWN,		215 15 0		
	NEWTOWNARDS MODEL SCHOOL, Co. DOWN,		140 4 6		
	SLIGO MODEL SCHOOL, Co. SLIGO,		196 10 3		
	TRIN MODEL SCHOOL, Co. MEATH,		55 19 10		
	WATERFORD MODEL SCHOOL, Co. WATERFORD,		144 15 4		
	BALLYMONEY MODEL SCHOOL, Co. ANTRIM,		128 0 2		
	CARRICKFERGUS MODEL SCHOOL, Co. ANTRIM,		154 1 8		
	LURGAN MODEL SCHOOL, Co. ARMAGH,		198 18 10		
	MONAGHAN MODEL SCHOOL, Co. MONAGHAN,		127 1 1		
	NEWTOWNSTEWART MODEL SCHOOL, Co. TYRONE,		72 5 8		
	OMAGH MODEL SCHOOL, Co. TYRONE,		150 5 8		
	PARSONSTOWN MODEL SCHOOL, KING'S COUNTY,		49 9 11		5,671 0 5
	Carried forward,	£	—		418,773 15 8

and DISBURSEMENTS—continued.

Schol. H.	DISCHARGE.	£ s. d.			£ s. d.		
		Brought forward, . . .			20,972 14 0		
	NEWRY DISTRICT MODEL SCHOOL: Salaries and Allowances—Teachers, Pupil- Teachers, and Monitors, £771 2 6 General Expenditure, 64 14 11	835 17 6					
	NEWTOWNARDS DISTRICT MODEL SCHOOL: Salaries and Allowances—Teachers, Pupil- Teachers, and Monitors, £1,132 2 11 General Expenditure, 78 3 6	1,210 6 5					
	SLIGO DISTRICT MODEL SCHOOL: Salaries and Allowances—Teachers, Pupil- Teachers, and Monitors, £745 5 8 General Expenditure, 106 9 2	853 14 10					
	TRIM DISTRICT MODEL SCHOOL: Salaries and Allowances—Teachers, Pupil- Teachers, and Monitors, £536 1 11 General Expenditure, 50 4 10	586 6 9					
	WATERFORD DISTRICT MODEL SCHOOL: Salaries and Allowances—Teachers, Pupil- Teachers, and Monitors, £743 12 2 General Expenditure, 97 1 6	840 13 8					
	BALLYMONEY MINOR MODEL SCHOOL: Salaries and Allowances—Teachers, Pupil- Teachers, and Monitors, £667 7 6 General Expenditure, 56 13 4	724 0 10					
	CARRICKFERGUS MINOR MODEL SCHOOL: Salaries and Allowances—Teachers and Moni- tors, £624 19 7 General Expenditure, 62 10 0	687 9 7					
	LURGAN MINOR MODEL SCHOOL: Salaries and Allowances—Teachers, Pupil- Teachers, and Monitors, £947 9 0 General Expenditure, 72 16 2	1,020 5 2					
	MCCAGHAN MINOR MODEL SCHOOL: Salaries and Allowances—Teachers and Moni- tors, £516 8 9 General Expenditure, 193 13 1	709 16 10					
	NEWTOWNSTEWART MINOR MODEL SCHOOL: Salaries and Allowances—Teachers, Pupil- Teachers, and Monitors, £673 3 9 General Expenditure, 39 13 3	703 3 0					
	ORAHU MINOR MODEL SCHOOL: Salaries and Allowances—Teachers, Pupil- Teachers, and Monitors, £761 6 10 General Expenditure, 69 10 5	830 11 3					
	PARSONSTOWN MINOR MODEL SCHOOL: Salaries and Allowances—Teachers, Pupil- Teachers, and Monitors, £654 2 7 General Expenditure, 35 14 0	689 16 7					
	Carried forward,	30,544 16 4			52,922 3 5		

ACCOUNT OF RECEIPTS

	CHARGE.	£ s. d.	£ s. d.
Sched.	Brought forward,	—	418,773 18 8
		
		
		
U.	AGRICULTURAL ESTABLISHMENTS.		
	RECEIPTS FOR SALES OF FARM PRODUCE, &c., FROM FARMS UNDER THE MANAGEMENT OF THE BOARD:—		
	ALBERT MODEL FARM AND GARDEN, GLASNEVIN, CO. DUBLIN,	2,719 18 3	
	ATHY SCHOOL FARM, CO. KILDARE,	501 19 0	
	BAILINBOROUGH SCHOOL FARM, CO. CAVAN,	250 3 6	
	BALLYMONEY SCHOOL FARM, CO. ANTRIM;	279 0 1	
	BATH SCHOOL FARM, CO. MONAGHAN,	158 3 11	
	BELFAST (ULSTER) SCHOOL FARM, CO. ANTRIM,	1,002 1 4	
	DERRYCASTLE SCHOOL FARM, CO. TIPPERARY,	59 3 8	
	Carried forward,	5,070 9 9	418,773 15 8

and DISBURSEMENTS—continued.

		DISCHARGE.	£ s. d.	£ s. d.
Sched.		Brought forward,	89,644 16 4	52,922 3 5
H.	MODEL SCHOOLS:			
	Miscellaneous Expenditure,		269 6 6	30,814 2 10
	NATIONAL SCHOOLS, &c.:			
I.	Principal and Assistant Teachers,		215,938 6 4	
K.	Workmistresses,		5,439 17 11	
L.	Good Service Salaries,		5,346 4 0	
M.	Monitors,		29,878 11 2	
N.	Training Monitors, &c.,		6,031 15 0	
O.	Teachers of Stating, Drawing, &c.,		2,365 6 10	
P.	Travelling Expenses, Teachers and Monitors for Examination,		2,403 5 9	
Q.	Gratuities to Teachers of Workhouse Schools,		327 0 0	
R.	Organizing Teachers,		611 3 3	
S.	Refining Gratuities,		5,346 17 10	
T.	Navigation Teachers,		473 14 7	
	Incidental Expenses,		34 1 6	273,215 18 2
U.	AGRICULTURAL ESTABLISHMENTS:			
	General Superintendence and Inspection,		1,999 7 2	
	General Expenditure,		17 19 9	
	ALBERT AGRICULTURAL TRAINING DEPARTMENT:			
	Salaries and Wages,	£174 18 0		
	Maintenance,	1,913 8 4		
	General Expenditure,	234 4 0		
			2,321 11 0	
	ALBERT MODEL FARM AND GARDEN, CO. DUBLIN:			
	Purchase of Live Stock, Seeds, Implements, and General Farm Expenses, &c.,		2,869 13 11	
	AFRY MODEL AGRICULTURAL SCHOOL:			
	Salary, &c., of Agriculturist, and Maintenance of Resident Agricultural Pupils, &c., £139 17 11			
	Purchase of Live Stock, &c., and General Farm Expenses,	599 8 3		
			639 6 2	
	BALINISODUGH MODEL AGRICULTURAL SCHOOL:			
	Salary, &c., of Agriculturist, and Maintenance of Resident Agricultural Pupils, &c., £121 16 11			
	Purchase of Live Stock, &c., and General Farm Expenses,	249 16 9		
			371 13 8	
	BALLYMONEY MODEL AGRICULTURAL SCHOOL:			
	Salary, &c., of Agriculturist, and Maintenance of Resident Agricultural Pupils, &c., £57 5 11			
	Purchase of Live Stock and General Farm Expenses,	241 8 0		
			298 13 11	
	BATH MODEL AGRICULTURAL SCHOOL:			
	Salary of Agriculturist,	£65 13 4		
	Purchase of Live Stock and General Farm Expenses,	452 19 9		
			518 13 1	
	BELFAST (ULSTER) AGRICULTURAL SCHOOL:			
	Salary, &c., of Agriculturist, and Maintenance of Resident Agricultural Pupils, &c., £183 3 0			
	Purchase of Live Stock and General Expenditure connected with the Literary and Agricultural Departments,	1,239 1 0		
			1,422 4 0	
	DERRYCASTLE MODEL AGRICULTURAL SCHOOL:			
	Salary of Agriculturist,	£42 0 0		
	Purchase of Live Stock and General Farm Expenses,	65 5 1		
			107 5 1	
	Carried forward,	£	8,860 12 9	357,892 4 5

ACCOUNT of RECEIPTS

Sched.	CHARGE.	£ s. d.			£ s. d.			
		Brought forward, . . .	5,070	9	9	418,778	15	8
	RECEIPTS FOR SALES--continued. DUNMANWAY SCHOOL FARM, Co. CORK,		86	18	6			
	FARRARY SCHOOL FARM, Co. CORK,		187	7	10			
	GLANDORE SCHOOL FARM, Co. CORK,		133	15	6			
	GORMANSTOWN SCHOOL FARM, Co. TIPPERARY,		318	0	4			
	KILKENNY SCHOOL FARM, Co. KILKENNY,		637	6	3			
	KYLE PARK SCHOOL FARM, Co. TIPPERARY,		16	0	0			
	LEITRIM SCHOOL FARM, Co. LEITRIM,		149	10	7			
	LIMERICK SCHOOL FARM, Co. LIMERICK,		627	10	8			
	MOUNT TRENCHARD SCHOOL FARM, Co. LIMERICK,		31	10	0			
	MUNSTER SCHOOL FARM, Co. CORK,		997	17	0			
	TEMPLEDOUGLAS SCHOOL FARM, Co. DONEGAL,		76	0	10			
	TERVOE SCHOOL FARM, Co. LIMERICK,		270	7	3			
	Carried forward,	£	8,582	14	4	418,778	15	8

and DISBURSEMENTS—continued.

Sched. U.	DISCHARGE.		£ s. d.			£ s. d.		
	Brought forward, . . .		9,689	12	9	357,032	4	5
	DEENANWAY MODEL AGRICULTURAL SCHOOL:							
	Salary, &c., of Agriculturist, and Maintenance of Resident Agricultural Pupils, . . .	£64 10 10						
	Purchase of Live Stock and General Farm Expenses,	114 7 9						
	ENNISKILLEN MODEL AGRICULTURAL SCHOOL:		178	10	7			
	Farm Expenses,	£5 16 8						
	FARRAHY MODEL AGRICULTURAL SCHOOL:		5	16	8			
	Salary, &c., of Agriculturist,	£67 16 8						
	Purchase of Live Stock and General Farm Expenses,	184 8 1						
	GLANBROOK MODEL AGRICULTURAL SCHOOL:		251	19	9			
	Salary of Agriculturist,	£45 6 0						
	Purchase of Live Stock and General Farm Expenses,	94 16 1						
	GORMANSTOWN MODEL AGRICULTURAL SCHOOL:		140	2	1			
	Salaries, &c., of Literary and Agricultural Departments,	£200 10 0						
	Purchase of Live Stock and General Farm Expenses,	315 15 8						
	KILKENNY MODEL AGRICULTURAL SCHOOL:		516	5	8			
	Salary, &c., of Agriculturist, and Maintenance of Resident Agricultural Pupils,	£352 10 9						
	Purchase of Live Stock and General Expenditure connected with the Literary and Agricultural Departments,	505 17 5						
	KYLE PARK MODEL AGRICULTURAL SCHOOL:		858	8	2			
	Salary of Agriculturist,	£30 0 0						
	Rent,	35 10 0						
	LEATHIN MODEL AGRICULTURAL SCHOOL:		65	10	0			
	Salary of Agriculturist, &c.,	£66 6 0						
	Purchase of Live Stock and General Farm Expenses,	63 4 1						
	LEMERICK MODEL AGRICULTURAL SCHOOL:		129	10	1			
	Salaries and Allowances, Agricultural Department, and Maintenance of Resident Literary and Agricultural Pupils,	£364 8 3						
	Purchase of Live Stock and General Expenditure connected with the Literary and Agricultural Departments,	585 19 8						
	MOUNT TRENCHARD MODEL AGRICULTURAL SCHOOL:		1,400	2	11			
	Salary of Agriculturist and Maintenance of Resident Agricultural Pupils, &c.,	£47 8 1						
	Rent, &c.,	38 16 6						
	MUNSTER MODEL AGRICULTURAL SCHOOL:		76	4	7			
	Salaries, &c., of Agriculturist, and Maintenance of Resident Agricultural Pupils, &c.,	£425 8 4						
	Purchase of Live Stock and General Expenditure connected with Literary and Agricultural Departments,	549 8 4						
	TEMPLEDOUGLAS MODEL AGRICULTURAL SCHOOL:		975	11	8			
	Salaries—Literary and Agricultural Departments,	£107 10 0						
	Purchase of Live Stock and General Farm Expenses,	76 0 0						
	TRAYON MODEL AGRICULTURAL SCHOOL:		183	10	0			
	Salary, &c., of Agriculturist,	£64 1 8						
	Purchase of Live Stock and General Farm Expenses,	219 5 5						
			283	7	1			
	Carried forward,	£	14,726	0	0	357,032	4	5

and DISBURSEMENTS—continued.

		DISCHARGE.		£	s.	d.	£	s.	d.
		Brought forward, . . .		14,725	0	0	357,032	4	5
U.	WOODSTOCK MODEL AGRICULTURAL SCHOOL:								
	Allowance to Agriculturist and Wages to an Industrial Class, &c.,			26	10	0			
V.	DENLEWY MODEL AGRICULTURAL SCHOOL:								
	Salary, &c., of Agriculturist, and General Expenditure,			18	0	0			
Agricultural Schools under Local Management,				957	0	7	15,727	10	7
V.	BOOK AND SCHOOL APPARATUS DEPARTMENT:								
	Contractors for Paper, Printing, and Binding of National School Books; and for Maps, Apparatus, and School Requisites, purchased from Publishers,			36,890	1	1			
Book Porters' Wages,				543	8	0	37,441	9	1
W.	POUNDS ON POST OFFICE ORDERS,			—			1,680	16	6
	EXCHEQUER EXTRA RECEIPTS:						411,802	0	7
Amount paid over to the Exchequer for Books and Requisites,				—			30,386	15	5
Do. for Model School Fees,				—			1,046	4	0
Do. Miscellaneous,				—			680	13	0
PRIVATE CONTRIBUTION FUND,				—			20	0	0
COMMISSIONERS OF INCOME TAX:									
Payments of Deductions for Income Tax under the head of Salaries and Allowances,				—			701	16	4
CIVIL CONTINGENCIES FUND (Repaid to),				—			50,000	0	0
HER MAJESTY'S STATIONERY OFFICE,				—			0	5	0
							474,726	14	4
BALANCE on the 31st December, 1871,				—			3,683	14	8
JAMES CLARIDGE, Accountant.							£ 477,840	9	0

JAMES KELLY, }
WM. HOMAN NEWELL, } Secretaries.

Education Office, Dublin, 1872.

NAMES OF THE COMMISSIONERS

OF

NATIONAL EDUCATION IN IRELAND,

ACCORDING TO THE DATES OF THEIR RESPECTIVE APPOINTMENTS.

Rev. Dr. HENRY, President, Queen's College, Belfast.
The MARQUESS OF KILDARE.
JAMES GIBSON, Esq., Q.C.
Right Hon. MOUNTFORT LONGFIELD.
Right Hon. the LORD CHANCELLOR (Lord O'Hagan).
Right Hon. LORD CHIEF JUSTICE, COMMON PLEAS (MONAHAN).
Right Hon. LORD CHIEF BARON (PIGOT).
Right Hon. MR. JUSTICE LAWSON.
LAURENCE WALDRON, Esq., D.L.
JOHN LENTAIGNE, Esq., J.P.
JOHN O'HAGAN, Esq., Q.C.
Hon. THOMAS PRESTON, D.L.
Right Hon. MR. JUSTICE FITZGERALD.
JAMES WILLIAM MURLAND, Esq.
Right Hon. MR. JUSTICE MORRIS.
Rev. CHARLES L. MORELL.
Rev. JOHN H. JELLEY, V.T.C.D.
Most Rev. MARCUS G. BERNFORD, Archbishop of Armagh and
Primate of all Ireland.
Right Hon. Viscount MONCK, O.C.M.G.
PATRICK JOSEPH KEENAN, Esq., C.B.

APPENDICES

TO THE

THIRTY-EIGHTH REPORT

OF

COMMISSIONERS OF NATIONAL EDUCATION IN IRELAND.
(1871.)

APPENDIX A.

RULES and REGULATIONS of the COMMISSIONERS of NATIONAL
EDUCATION in IRELAND.

Appendix A.

Rules and
Regulations
of Commis-
sioners.

PART I.

PART I.

GENERAL NATURE OF THE SYSTEM OF NATIONAL EDUCATION.

I.—*Its Object and Fundamental Principle.*

§ I.

1. The object of the system of National Education is to afford combined literary and moral, and *separate* religious instruction, to children of all persuasions, as far as possible, in the same school, upon the fundamental principle, that no attempt shall be made to interfere with the peculiar religious tenets of any description of Christiana pupils.

2. It is the earnest wish of Her Majesty's Government, and of the Commissioners, that the Clergy and Laity of the different religious denominations should co-operate in conducting National Schools.

3. The Commissioners by themselves, or their Officers, are to be allowed to visit and examine the Schools whenever they think fit. Those who visit on the part of the Commissioners are furnished with credentials under their Seal.

4. The Commissioners will not change any fundamental Rule without the express permission of His Excellency the Lord Lieutenant.

5. The Commissioners will not withdraw, or essentially alter, any book that has been, or shall be hereafter, unanimously published or sanctioned by them, without a previous communication with the Lord Lieutenant.

II.—*Description of Schools to which the Commissioners grant aid.*

§ II.

1. The Schools to which the Commissioners grant aid are divided into two classes, viz.:—1st, Vested Schools, of which there are two sorts, namely, first, those vested in the Commissioners; and, second, those vested in Trustees, for the purpose of being maintained as National Schools; 2ndly, Non-Vested Schools, the property of private individuals. Both these classes of Schools are under the control of local Patrons or Managers.

2. There are also Model Schools, of which the Commissioners are themselves the Patrons, but which are conducted on the same fundamental principles as the ordinary National Schools.

3. The Commissioners encourage Industrial Instruction in National Schools in all suitable cases.

4. The Commissioners require that instruction shall be given in plain needle-work in all Female Schools.

III.—*Use of School-houses.*

§ III.

1. In Non-Vested Schools, the Commissioners do not, in ordinary cases, exercise control over the use of the School-houses on Sundays, or before or after the School-hours on the other days of the week; such use being left altogether to the local Patrons or Managers, of all religious persuasions, subject to the interference of the Board in cases leading to contention or abuse.

2. No National School-house shall be employed, at any time, even temporarily, as the stated place of DIVINE WORSHIP of any religious community; or for the celebration or administration of the Sacraments or Rites of any Church.

D

Appendix.
Rules and
Regulations
of Commis-
sioners.

PART I.
§ III.

3. No aid will be granted to a School held in a place of worship; nor will the Commissioners sanction the transfer of an existing School, to a place of worship, even for a temporary period.

4. When a School-room is in any way connected with a place of worship, there must not be any direct internal communication between the School-room and such place of worship.

5. Vested School-houses must be used, *exclusively*, for the education of the pupils attending them: except on Sundays, when they may be employed for Sunday Schools, with the sanction of the Patrons or Managers, subject, in cases leading to contention or abuse, to the interference of the Commissioners.

6. No political meetings shall be held in National School-houses, whether Vested or Non-Vested; nor shall any political business whatsoever be transacted therein.

7. When any School is received by the Commissioners into connexion with them, the inscription, "NATIONAL SCHOOL," shall be put up in plain and legible characters on the School-house, or on such other place as may render it conspicuous to the public. When a School-house is built partly by aid from the State, a stone is to be introduced into the wall having that inscription cut upon it. The Commissioners will not, when granting aid in future, sanction any inscription containing a title of a *denominational* character, or which may appear to them to indicate that the School is one belonging to any particular religious body. The Commissioners do not object to the terms, Male, Female, or Infant; or the proper local designation taken from the city, town, parish, street, village, or township, in which the School may be situated; or the name of the founder being included in the inscription.

8. No emblems or symbols of a *denominational* nature shall be exhibited in the School-room during the hours of united instruction; nor will the Commissioners in future, grant aid to any School which exhibits on the exterior of the buildings any such emblems.

9. No emblems or symbols of a *political* nature shall at any time be exhibited in the School-room, or affixed to the exterior of the buildings: nor shall any placards whatsoever, except such as refer to the legitimate business of school management, be affixed thereto.

§ IV.

IV.—*Religious and Secular Instruction.*

1. Opportunities are to be afforded (as hereinafter provided for) to the children of all National Schools for receiving such religious instruction as their parents or guardians approve of.

2. Religious instruction must be so arranged, that each School shall be open to children of all communions; that due regard be had to parental right and authority; that, accordingly, no child shall receive, or be present at, any religious instruction of which his parents or guardians disapprove; and that the time for giving it be so fixed that no child shall be thereby, in effect, excluded, directly or indirectly, from the other advantages which the School affords.

3. A public notification of the times for religious instruction must be inserted in large letters in the "Time Table" supplied by the Commissioners, who recommend that, as far as may be practicable, the general nature of such religious instruction be also stated therein.

4. The "Time Table" must be kept constantly hung up in a conspicuous place in the School-room.

5. When the religious instruction comes after the secular, the Teacher must, immediately before the commencement of the former, announce distinctly to the pupils that the hour for religious instruction has arrived, and must, at the same time, put up and keep up, during the period allotted to such religious instruction, and within the view of all the pupils, a notification thereof, containing the words "Religious Instruction," printed in large characters, on a form to be supplied by the Commissioners. Similarly when the School commences with religious instruction, the Teacher is to put up and keep up the same notification.

6. When the secular instruction precedes the religious instruction, in any National School, there shall be a sufficient interval between the announcement and the commencement of the religious instruction; and whether the religious or the secular instruction shall have priority in any National School, the books used for the instruction first in order shall be laid aside at its termination, in the press or other place appropriated for keeping the School-books.

7. No secular instruction, whether literary or industrial, shall be carried on in the same apartment, during school-hours,* simultaneously with religious instruction.

8. In Schools towards the building of which the State has contributed, and which are vested in Trustees, for the purposes of National Education, or which are vested in the Commissioners in their corporate capacity, such pastors or other persons as shall be approved of by the parents or guardians of the children respectively, shall have access to them in the *School-room*, for the purpose of giving them religious instruction there, at times convenient for that purpose—that is, at times so appointed as not to interfere unduly with the other arrangements of the School.

9. In Schools, not vested, and which receive no other aid than Salary and Books, it is for the Patrons or Managers to determine whether any, and if any, what religious instruction shall be given in the *School-room*; but if they do not permit it to be given in the *School-room*, the children whose parents or guardians so desire, must be allowed to absent themselves from the School, at reasonable times, for the purpose of receiving such instruction elsewhere.

10. The reading of the Scriptures, either in the Protestant Authorized, or Douay Version,—the teaching of Catechisms,—public prayer,—and all other religious exercises, come within the rules as to religious instruction.

11. The Patrons and Managers of all National Schools have the right to permit the Holy Scriptures (either in the Authorized or Douay Version) to be read, at the time or times set apart for religious instruction; and in all *Vested Schools* the parents or guardians of the children have the right to require the Patrons and Managers to afford opportunities for the reading of the Holy Scriptures, in the *School-room*, under proper persons approved of by the parents or guardians for that purpose.

12. Religious instruction, prayer, or other religious exercises, may take place, at any time, before and after the ordinary School business (during which all children, of whatever denomination they may be, are required to attend); but must not take place at more than one intermediate time, between the commencement and the close of the ordinary School business. The Commissioners, however, will not sanction any arrangement for religious instruction, prayer, or other religious exercises at an intermediate time, in cases where it shall appear to them that such arrangement will interfere with the usefulness of the School, by preventing children of any religious denomination from availing themselves of its advantages, or by subjecting those in attendance to any practical inconvenience.

13. With the above exception, the secular School business must not be interrupted, or suspended, by any spiritual exercise whatsoever.

Note.—The Commissioners earnestly recommend that Religious Instruction shall take place either immediately before the commencement, or immediately after the close, of the ordinary School business; and they further recommend that, whenever the Patron or Manager thinks fit to have religious instruction at an intermediate time, a separate apartment shall (when practicable) be provided for the reception of those children who, according to these Rules, should not be present therein.

14. The Registry kept in each School, according to the Form furnished by the Commissioners, must show the religious denomination of each child on the School Roll.

15. No pupil who is registered by its parents or guardians as a Protestant is to be permitted to remain in attendance during the time of Religious instruction in case the Teacher giving such instruction is a Roman Catholic; and no pupil who is registered by its parents or guardians as a Roman Catholic is to be permitted to remain in attendance during the time of Religious instruction in case the Teacher giving such instruction is not a Roman Catholic. And further, no pupil is to be permitted to remain in attendance during the time of any Religious instruction to which its parents or guardians object.

Provided, however, that in case any parent or guardian shall express his desire that his child should receive any particular Religious instruction, and shall record such desire in a book to be provided in the School, when necessary for that purpose, this prohibition shall not apply to the time during which such Religious instruction only is given.* The entry in the book shall be signed with the name or mark of the parent or guardian, and the book shall be submitted to the Inspector so often as he visits the School.

* Such expression of desire may at any time be revoked by the parent or guardian, and shall thereupon become inoperative.

* The term "School-hours," is always to be understood to mean the entire time in each day, from the opening of the School to the closing of the same for the dismissal of the pupils.

Appendix A.
Rules and
Regulations
of Commis-
sioners.

The following is the Form of Book.

Roll No., _____ School, _____ County, _____
Name of Teacher who gives Religious Instruction, _____
Religious Denomination of do., _____

CERTIFICATE OF PARENT OR GUARDIAN.

PART I.
§ IV.

[In case a Parent or Guardian should wish his Child to receive religious instruction from a Teacher who is of a different religious denomination from the Child, or from a Teacher who gives any religious instruction different from that which is in accordance with the creed of the Child, the following Certificate is to be made by such Parent or Guardian.]

NOTE.—As some doubts have arisen as to the interpretation of the Rule, attention is requested to the following minute of the Board, dated February 26, 1867:—

"The object of the Rule is more fully to carry out the general principle of the Board, that no child is to receive any religious instruction contrary to the wishes of its parent. Accordingly the Rule first provides for the case where the Teacher is a Protestant and the child a Roman Catholic, or vice versa. In this case the dissent of the parent is implied, and no religious instruction can be given to a child by a Teacher of the different creed unless the parent expressly requests it. But where the Teacher and the child are both Protestants, whether of the same or of a different denomination, the dissent of the parent will not be implied. In this case religious instruction may be given to the child unless the parent expressly forbids it. In each case, however, the assent or dissent, whether implied or expressed, may be modified by an entry, duly signed by the parent, in the Certificate Book of Religious Instruction. Cases may occur in which the conduct of the Teacher, although not coming within the strict letter of the new Rule, is obviously contrary to the general spirit of the National System; as, for instance, if instruction should be given in the Catechism or Creed of a different persuasion from that of the child."

I (1) _____, being the (2) _____ of (3) _____, who is registered by me as (4) _____ in the School Register of the (5) _____ National School, HEREBY CERTIFY that it is my desire that the said (6) _____ shall receive instruction in (7) _____ during the time set apart for Religious Instruction.

Signature of Parent or Guardian, (8) _____

Witness, if signed by "Mark," _____

Dated _____ day of _____, 18—.

CERTIFICATE OF TEACHER.

I HEREBY CERTIFY that before (9) _____ signed the above Certificate, I read aloud to (10) _____ the following Rule of the COMMISSIONERS OF NATIONAL EDUCATION:—

"No Pupil who is registered by his Parents or Guardians as a Protestant is to be permitted to remain in attendance during the time of religious instruction in case the Teacher giving such instruction is a Roman Catholic; and no Pupil who is registered by his Parents or Guardians as a Roman Catholic is to be permitted to remain in attendance during the time of religious instruction in case the Teacher giving such instruction is not a Roman Catholic. And further, no Pupil is to be permitted to remain in attendance during the time of any religious instruction to which his Parents or Guardians object."

"Provided, however, that in case any Parent or Guardian shall express his desire that his Child should receive any particular religious instruction, and shall record such desire in a Book to be provided in the School, when necessary for that purpose, this prohibition shall not apply to the time during which such religious instruction only is given." The entry in the Book shall be signed with the name or mark of the Parent or Guardian, and the Book shall be submitted to the Inspector so often as he visits the School.

"Such expression of desire may at any time be revoked by the Parent or Guardian, and shall thereupon become inoperative."—Part I., Sec. II., Par. 13.

And I FURTHER CERTIFY that I believe when the said (11) _____ signed the above Certificate (12) _____ had a full apprehension of the meaning and force of the Rule, and also of the true intent and object of the Certificate.

Signature of Teacher, _____

Dated _____ day of _____, 18—.

- (1) Insert the name of the Parent or Guardian who makes the Certificate.
(2) Insert the relationship of the Parent or Guardian; as—"Father," "Mother," "Aunt," &c.
(3) Insert the name of the Pupil.
(4) Insert the registered religion of the Pupil.
(5) Insert the name of the National School.
(6) Insert in full the nature of the Religious Instruction.
(7) Insert the name of the Pupil again.
(8) Authorized Version.—The Roman Catholic Catechism—The Protestant Catechism, &c., &c. This is to be written by the Parent or Guardian; but in case the Parent or Guardian cannot write, it may be written by the Teacher.
(9) The Parent or Guardian is here to inscribe his name. If the Parent or Guardian be unable to write his name, he is to sign by mark; but this mark must be witnessed by some respectable third party.
(10) Insert the name of the Parent or Guardian.
(11) Insert "him" or "her."
(12) Insert "he" or "she."

CERTIFICATE OF INSPECTOR.

I HEREBY CERTIFY that I have examined the Certificate of (1) _____ and also of the Teacher (2) _____ above set forth, and that I am satisfied as to the genuineness of each.

Signature of Inspector, _____

Dated — day of _____, 18—.

Appendix A.
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sioners.

PART I.
§ IV.

16. A sufficient number of hours, to be approved of in each case by the Commissioners, is to be appropriated to the ordinary School business, during which all children, of whatever denomination they may be, are required to attend.

17. In all National Schools (except those in which Industrial instruction is the chief object) there must be Literary instruction for at least four hours, upon five days in the week.

18. In Industrial Schools—that is, in Schools where Industrial instruction is the chief object—the Commissioners require that not less than two hours, daily, shall be devoted to Literary instruction.

V.—Use of Books and Tablets.

§ V.

1. The use of the books published by the Commissioners is not compulsory; but the titles of all other books which the Patrons or Managers of Schools intend for the ordinary School business, are to be notified to the Commissioners; and none are to be used to which they object. The approval of any such books is to extend only to the particular edition which has been submitted to the Commissioners.

2. If any books other than the Holy Scriptures, or the standard books of the Church to which the children using them belong, be employed in communicating religious instruction, the title of each is to be made known to the Commissioners whenever they deem it necessary.

3. The Commissioners do not insist on the "Scripture Lessons" or book of "Sacred Poetry" being read in any of the National Schools, nor do they allow them to be read as part of the ordinary School business (during which all children, of whatever denomination they may be, are required to attend) in any School attended by children whose parents or guardians object to their being read by their children. In such cases the Commissioners prohibit the use of these books, except at times set apart for the purpose, either before or after such ordinary School business, and under the following conditions:—

First—That no child, whose parent or guardian objects, shall be required directly or indirectly, to be present at such reading.

Second—That in order that any children, whose parents or guardians object, may be at liberty to absent themselves, or to withdraw, at the time set apart for the reading of the books above specified, public notification of the time set apart for such reading shall be inserted in large letters in the Time-table of the School—that there shall be a sufficient interval between the conclusion of such ordinary School business and the commencement of such reading; and that the Teacher shall, immediately before its commencement, announce distinctly to the pupils, that any child whose parent or guardian so desires may then retire.

Third—That in every such case there shall be, exclusive of the time set apart for such reading, sufficient time devoted each day to the ordinary School business, in order that those children who do not join in the reading of these books may enjoy ample means of literary instruction in the School-room.

4. When using the Scripture Lessons, the Teachers are prohibited, except at the time set apart for religious instruction, from putting to the children any other questions than those appended to the end of each lesson.

5. The Commissioners require that the principles of the following Lesson, or of a Lesson of a similar import (to be approved of by the Commissioners), shall be strictly inculcated, during the hours of united instruction, in all Schools received into connexion with the Board, and that a copy of the Lesson itself be hung up in each School.

Christians should endeavour, as the Apostle Paul commands them, to live peaceably with all men (Rom. ch. xii., v. 18), even with those of a different religious persuasion.

Our Saviour, Christ, commanded his disciples to love one another. He taught them to love even their enemies, to bless those that cursed them, and to pray for those who persecuted them. He himself prayed for his murderers.

Many men hold erroneous doctrines, but we ought not to hate or persecute them. We ought to hold fast what we are convinced is the truth; but not to treat harshly those who are in error. Jesus Christ did not intend his religion to be forced on men by violent means. He would not allow his disciples to fight for him.

(1) Insert the name of the Parent or Guardian.

(2) Insert the name of the Teacher.

Appendix A.

Rules and
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sioners.PART I.
§ V.

If any persons treat us unkindly, we must not do the same to them; for Christ and his apostles have taught us not to return evil for evil. If we would obey Christ, we must do to others, not as they do to us, but as we would wish them to do to us.

Quarrelling with our neighbours and abusing them, is not the way to convince them that we are in the right, and they in the wrong. It is more likely to convince them that we have not a Christian spirit. We ought, by behaving gently and kindly to every one, to show ourselves followers of Christ, who, when he was reviled, reviled not again (1 Pet. ch. II., v. 23).

6. The use of the Talmud, furnished by the Commissioners, containing the Ten Commandments, is not compulsory.

7. The rules as to religious instruction do not apply, except in the way hereinbefore stated, to the Scripture Lessons and the Book of Sacred Poetry, or to the matter contained in the common School-books, or in any other book, the use of which the Commissioners may at any time sanction for the purpose of united instruction.

§ VI.

VI.—*Management of National Schools.*

1. The local government of the National Schools is vested in the local Patron thereof.

2. The Commissioners recognise as the local Patron the person who applies in the first instance to place the School in connexion with the Board, unless it be otherwise specified in the application.

3. If a School be under the local management of a School-Committee, such Committee has all the rights of an individual Patron.

4. The Patron has the right of nominating any fit person to act as his representative in the local management of the School; such representative to be designated the "Local Manager." The Patron may, at any time, resume the direct management of the School, or appoint another Local Manager. This rule applies equally whether the Patronship be vested in one or more individuals.

5. When a school is vested in Trustees, they have the right to nominate the Local Manager.

6. When a School is vested in the Commissioners, the name of the Patron or Patrons is inserted in the lease.

7. In the case of a vacancy in the Patronship by death, the representative of a lay Patron, or the successor of a clerical Patron, is recognised by the Board (where no valid objection exists) as the person to succeed to the Patronship of the School.

8. If a Patron wishes to resign the office, he has the power of nominating his successor, subject to the approval of the Board.

9. In all cases, the Commissioners reserve to themselves the power of determining whether the Patron, or the person nominated by him, either as his successor, or as local Manager, can be recognised by them as a fit person to exercise the trust.

10. In all cases, whether the School be vested or non-vested, the Patron, when nominating a local Manager, ought to notify to the Commissioners whether or not the person so nominated is to exercise all the rights of Patron during the period he acts as Manager.

11. When a School is under the control of a Committee, or of joint Patrons, a "Local Manager" should be appointed, to correspond with the office, sign documents, &c., &c.

12. The local Patrons (or Managers) of Schools have the right of appointing the Teachers, subject to the approval of the Board, as to character and general qualifications; the local Patrons (or Managers) have also the power of removing the Teachers of their own authority.

13. Patrons and Managers are permitted to close their respective Schools for a reasonable time during the year, subject to the interference of the Commissioners in cases of abuse; such periods of closing should be limited to six weeks in the year, including the recognised vacations.

14. Managers of National Schools are requested to notify all changes of Teachers to the Office, and to the Inspectors of the respective districts.

§ VII.

VII.—*Inspection by the Commissioners or their Officers.*

1. As the Commissioners do not take the control or regulation of any School, except their own Model Schools, directly into their own hands, but leave all Schools aided by them under the authority of the local Patrons or Managers; the Inspectors are not to give direct orders, as on the part of the Board, respecting any necessary regulations, but to point out such regulations to the local Patrons or Managers of the Schools, that they may give the requisite orders.

2. The Commissioners require that every National School be inspected by the *Inspector of the District*, at least three times in each year. *Appendix.*

3. The *District Inspector*, after each inspection, is to communicate with the local Patron or Manager, for the purpose of affording information concerning the general state of the School, and pointing out such violations of rule, or defects, if any, as he may have observed; and he is to make such suggestions as he may deem necessary. *Rules and Regulations of Commissioners.*

4. Upon ordinary occasions, the Inspector is not to give any intimation of his intended visit; but when the inspection is to be public, he is to make such previous arrangements with the local Patrons or Managers, as will facilitate the attendance of the parents of the children, and other persons interested in the welfare of the Schools. *PART I. § VII.*

5. The Inspector is to report to the Commissioners the result of each visit, and to use every means to obtain accurate information as to the proficiency of the pupils, and the discipline, management, and methods of instruction pursued in the School.

6. When applications for aid are referred to the District Inspector, he is to have an interview with the applicant; and also to communicate personally, or by writing, with the clergymen of the different denominations, and with other parties in the neighbourhood, with the view of ascertaining their opinions on the application, and whether they have any, and what, objections thereto.

7. The Inspector is also to supply the Commissioners with such local information as they may from time to time require from him, and to act as their agent in all matters in which they may employ him; but he is not invested with authority to decide upon any question affecting a National School, or the general business of the Commissioners, without their direction.

VIII.—Admission of Visitors.

§ VIII.

1. The public, generally, must have free access to every National School (whether Vested or Non-Vested) during the hours devoted to secular instruction,—not to take part in the ordinary business, or to interrupt it, but, as Visitors, to observe how it is conducted.

2. Visitors of all denominations are to be received courteously by all Teachers of National Schools, and are to have free access to the School-rooms, and full liberty to examine the Registers, Daily Report Books, and Class Rolls; to observe what books are in the hands of the children, or upon the desks, what tablets are hung up on the walls, and what is the method of teaching; but they are not authorized to interrupt the business of the School, by asking questions of the children, examining classes, calling for papers or documents of any kind, except those specified, or in any other way diverting the attention of either Teachers or Scholars from their usual business.

3. Should any Visitors wish for information which they cannot obtain by such an inspection, it is the duty of the Teachers to refer them to the Patron or Manager of the School for such information.

4. As the religious instruction of the children given in the School-room is under the control of the Clergyman or Lay person communicating it with the approbation of their parents, the Commissioners can give no liberty to any Visitor, whether Clergyman or other person, to interfere therewith, or to be present thereat.

5. The Commissioners require that a copy of PART I, with selections from other Parts, of these, their Rules, on a form furnished by them, shall be suspended in every National School-room.

PART II.

PART II.

EXTENT OF AID, AND CONDITIONS UPON WHICH GRANTED.

I.—Kinds of Aid.

§ I.

1. The Commissioners of National Education award aid under two general heads, viz. :—

First—Towards building School-houses and providing suitable fittings and furniture. In such cases, the Commissioners also grant aid towards the payment of Teachers, supply of Books, &c., as hereafter explained.

Secondly—Towards the support and maintenance of Schools established without any assistance from the public funds for the erection of the buildings, or providing furniture.

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sioners.

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2. The Commissioners desire it to be distinctly understood that they reserve to themselves in all cases, in vested as well as in non-vested schools, the right to withdraw any grant of salary or books, whenever they see fit.

II.—Towards Building School-houses (Vested).

1. Before any grant is made towards building a School-house, the Commissioners are to be satisfied that a necessity exists for such a School, that an eligible site has been procured, that a satisfactory lease of the site will be executed either to Trustees for the purposes of National Education, or to the Commissioners in their Corporate capacity; and that the applicants are prepared to raise, by local contribution, at least one-third of the whole sum which the Commissioners deem necessary for the erection of the house, providing furniture, &c.

2. If the proposed site for a School be in a rural district, and be within three statute miles of a School-house erected with aid from the State, no grant will be made, except under special circumstances.

3. In a rural district, the site should contain one rood. In a town district, the site for a single School should be 100 feet in front, and 80 feet from front to rear; and for a double School, 100 feet square. It should be in a healthy situation, on a public road or street, and have a dry level surface, with a good foundation at a moderate depth, and be convenient to pure water.

4. Although the Commissioners do not refuse aid towards the erection of School-houses on ground connected with places of worship, yet they much prefer having them erected on ground which is not so connected, where it can be obtained; they therefore require that, before Church, Chapel, or Meeting-house ground be selected as the site of a School-house, strict inquiry be made whether another convenient site can be obtained, and that the result shall be stated to them.

5. The School premises must be vested in the Commissioners, or in Trustees, at a nominal rent, and for such term as, under the circumstances, the Commissioners may deem necessary.

6. The lease must be prepared in the Office; the expense to be borne by the Commissioners of National Education.

7. The Commissioners will cause to be kept in repair the School-house and furniture, where the premises are vested in them in their Corporate capacity.

8. When the School premises have been vested in Trustees, for the purposes of National Education, it devolves on the Trustees to keep the house, furniture, &c., in repair.

9. When grants are voted towards the building, &c., of a School-house, the conveyance must be duly executed *before the works are commenced*.

10. No grant can be approved until the District Inspector shall have reported upon all the circumstances of the case; until the Board of Works shall have reported on the eligibility of the proposed site; and the Law Adviser of the Commissioners shall have given his opinion, from the information laid before him, that a satisfactory lease can be executed.

11. The Commissioners determine, from the information afforded them, what amount of School accommodation should be provided in the proposed building.

The following is the scale of Grants for the erection of School-houses, whether vested in Trustees or in the Commissioners.

Class of School.	No. of Children to be accommodated.	Total Estimated Cost, including School Furniture and Out-fittings.	Board's Grant.	Description of School.
1	60	307 0 0	138 0 0	Single School-room.
2	75	325 0 0	150 0 0	Ditto.
3	100	353 0 0	170 0 0	Ditto.
4	120	366 0 0	204 0 0	Ditto.
5	150	416 5 0	277 10 0	Two rooms on ground.
5 A	150	360 0 0	240 0 0	Ditto—one over the other.
6	200	487 10 0	325 0 0	Two rooms on ground.
6 A	200	433 0 0	290 0 0	Ditto—one over the other.

NOTE.—In many poor localities, where buildings of a less expensive nature than those erected according to the above scale of grants may answer the necessary purposes, the Commissioners will be prepared to grant two-thirds of the expense of erection, provided—

(a). That the general conditions already specified with regard to building grants be complied with. Appendix.

(b). That the erection of such exceptional class of building shall not cost more than £100. Rules and Regulations of Commissioners.

(c). That as regards the character and size of the building, the instructions issued by the Board of Works, from time to time, shall be complied with. Part II. § 11.

12. The cost of the house, &c., is determined by the number of children which it is intended to accommodate.

13. The Board of Works will furnish instructions as to the plan and specification, to which the parties receiving aid are bound strictly to adhere.

14. The Commissioners do not sanction grants for the ornamenting of School-houses, but merely for such expenditure as may be necessary for having the children accommodated in plain, substantial buildings. If buildings of another description be preferred, the whole of the extra expense must be provided by the applicants.

15. The Commissioners do not sanction grants towards the expense of erecting residences for the Teachers.

16. The Commissioners do not sanction grants to purchase, alter, or furnish houses, for the purpose of being converted into School-houses.

III.—Towards Support of Schools previously established (Non-Vested). § III.

1. The aid granted to Schools previously established is limited to Salary and Books, and the benefits of Inspection and Training.

2. The Commissioners do not contribute towards Repairs, Fittings, or Furniture; or to the Rent of the School-house.

3. Before aid can be granted, the Commissioners must be satisfied that the case is deserving of assistance; that there is reason to expect that the School will be efficiently and permanently supported; that some local provision will be made in aid of the Teacher's Salary, in addition to the School-fee; that the School-house is in good repair, and provided with a sufficient quantity of suitable Furniture; that a competent Teacher has been appointed; and that the School is in operation.

4. Before the Commissioners consider any application for aid, they require, from the Inspector of the District, a Report upon all the circumstances of the case.

5. To entitle a School to a continuance of aid, the House and Furniture must be kept in sufficient repair by means of local contributions; the School conducted in all respects in a satisfactory manner, and in accordance with the regulations of the Commissioners; and it must appear from the Records of the School that there is a sufficient average daily attendance of pupils.

6. In Mixed Schools, *i.e.*, Schools in which male and female children are taught in the same room, the Teacher may be either male or female, as the circumstances of the School may require; but when a Mixed School has been received into connexion, by the Commissioners, under a male or a female Teacher, the Commissioners will not sanction the appointment of a Teacher of a different sex, unless previous application be made to them to sanction such change.

7. When a school has been taken into connexion, as a School for Males or for Females solely, the Commissioners will not sanction the change from a male to a female school, or *vice versa*, without their permission having been previously obtained.

PART III.

PART III.

DIFFERENT CLASSES OF NATIONAL SCHOOLS.

I.—District and Minor Model Schools.

1. District and Minor Model Schools are built and supported entirely out of the funds placed by Parliament at the disposal of the Commissioners, and are therefore under their exclusive control.

2. The chief objects of Model Schools are to promote united education; to exhibit the most improved methods of literary and scientific instruction to the surrounding schools, and to train young persons for the office of Teacher.

3. In District and Minor Model Schools, the Commissioners appoint and dismiss, of their own authority, the Teachers and other officers; regulate the

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course of instruction, and exercise all the rights of Patrons. The Commissioners afford the necessary opportunities for giving religious instruction to the pupils, by such Pastors or other persons as are approved of by their parents or guardians, and in separate apartments allotted to the purpose.

4. Some of the Model Schools have farms attached to them, for the purpose of affording instruction in agriculture.

II.—Ordinary Literary Schools.

1. Such Schools may be established either with aid from the State, or by local provision solely.

2. In Vested Schools, the local expenditure need only be one-third of the expense, and the Teachers' salaries are supplemented by the Commissioners.

3. In Non-vested Schools, the State assistance is limited to salary and books and the benefits of inspection and training.

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III.—Agricultural Schools.

1. To Schools of this description Farms are attached, for the purpose of illustrating and introducing the most approved systems of tillage and cropping, and general husbandry.

2. Agricultural Schools of every class must have a literary department annexed to them, conducted on the principles of ordinary National Schools.

3. Agricultural Schools consist of two classes, those connected with School Farms of the First Class, and those connected with Ordinary School Farms.

4. School Farms are further subdivided into two classes, viz., those under the exclusive control of the Commissioners, and those under local Patrons.

5. In all Schools connected with School Farms of the First Class the Commissioners will grant salary to a Teacher for the literary department *exclusively*, when the extent of the farm and other circumstances render such an appointment necessary.

A.—School Farms of the First Class under the exclusive control of the Commissioners.*

1. The Commissioners defray the greater portion of the cost of erecting the necessary buildings; but they require the local parties to contribute in such proportion as may be deemed necessary, according to the circumstances of each case.

2. The Commissioners undertake the *entire* cost of the furniture, fittings, rent, taxes, maintenance, implements, stock, &c., &c.

3. A Farm of sufficient extent must be conveyed to the Commissioners, at a moderate rent, and on a satisfactory lease.

4. The Commissioners exercise all the rights of Patrons, as in the case of District and Minor Model Schools.

5. The Commissioners admit into these Schools a limited number of free, and also of paying resident Agricultural Pupils.

6. The Commissioners contribute a small weekly payment to the class of day pupils who work on the farm.

B.—School Farms of the First Class under Local Patrons.

1. Where the Premises are Vested.

1. The Commissioners contribute a certain amount of assistance towards the erection of the buildings, in proportion to the amount of local contribution, and the extent of the farm. The remaining portion of the cost of the buildings and furniture, and the whole cost of implements, stock, seed, &c., must be contributed by local parties.

2. The site of the buildings must be legally vested in the Commissioners, or in Trustees, at a moderate rent, and on a satisfactory lease.

3. The only aid granted by the Commissioners towards the *maintenance* of such Schools, consists of salary to the Master (who must be competent to conduct both the literary and agricultural departments); a sum towards the support of a limited number of resident Agricultural pupils, and a weekly payment to the class of day pupils who work on the farm.

2. Where the Premises are Non-vested.

1. The entire cost of the necessary buildings, furniture, implements, stock, seed, &c., must be defrayed by local parties, and a farm of sufficient extent must be provided.

* The Commissioners have, for the present, ceased to take into connexion School Farms of the First Class.

2. The Commissioners, besides salary to the Master, contribute also towards the support of a limited number of resident Agricultural pupils, and a weekly payment to the class of day pupils who work on the farm.

C.—*Ordinary Agricultural Schools.*

1. This class of Schools consists of Ordinary National Schools (either Vested or Non-vested), to which a small farm (from one to three acres), is annexed. The Teacher must be competent to give instruction both in the theory and practice of Agriculture, and must cultivate the land, with the assistance of his pupils.

2. The only aid granted by the Commissioners, is an addition to the class salary of the Teacher, and in some special cases, a small weekly payment to an Industrial class of pupils.

3. To entitle a School to such aid, the Commissioners require to be satisfied, from the Reports of the Agricultural Inspectors, that the Agricultural department is efficiently conducted.

D.—*School Gardens.*

The Commissioners award gratuities, on the recommendation of the Agricultural Inspectors, to the Teachers of National Schools, who exhibit the best specimens of garden culture, on ground attached to their respective Schools, the ground to be cultivated by the pupils.

IV.—*Industrial Schools.*

1. In these Schools, embroidery and other advanced kinds of needlework are taught. The Commissioners grant salaries to the Teachers, on the following conditions:—

First—That all the pupils of the industrial department shall receive literary instruction, for at least two hours daily.

Second—That no religious instruction or religious exercise shall take place during the time the pupils are engaged in industrial occupation.

Third—That a separate room be provided for industrial instruction.

Fourth—That in addition to the literary Teacher, there shall be a suitable person appointed to conduct the industrial department.

2. None but lay Teachers are entitled to a salary from the Commissioners, for conducting an Industrial Department in connexion with a *Convent School*.

3. The amount of salary will depend upon the circumstances of each case.

V.—*Convent Schools.*

1. Convent Schools receive aid under the conditions applicable to Non-vested Schools, and they are subject to the same Rules and Regulations.

2. The members of the community may discharge the office of Literary Teachers, either by themselves or with the aid of such other persons as they may see fit to employ; the salaries of such assistants to be defrayed by the community, except in the case of monitors.

3. The amount of salary awarded to Convent Schools is regulated by the average number of children in daily attendance, according to a scale laid down by the Commissioners.

4. The Commissioners will grant aid to one School only, in connexion with the same Convent.

VI.—*Workhouse Schools.*

1. Such Schools are received into connexion, and grants of Books made to them, on condition that they shall be subject to inspection by the Commissioners, or their Officers, and that all the Rules of the Board applicable to Non-vested Schools be faithfully observed.

2. The Commissioners award gratuities to a certain number of the Teachers of Workhouse Schools in each District, on the recommendation of the Inspector.

VII.—*Schools attached to Prisons, Asylums, &c.*

Such Schools are received into connexion, upon the same general principles as the Workhouse Schools, and grants of Books are made to them. In special cases gratuities are awarded to the Teachers.

VIII.—*Evening Schools.*

The Commissioners grant aid towards the support of Evening Schools, where the wants of the locality render such institutions desirable. The aid is limited to salary, books, and inspection.

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PART IV.

TEACHERS.

I.—*Their Qualifications and Duties.*

1. National Teachers should be persons of Christian sentiment, of calm temper, and discretion; they should be imbued with a spirit of peace, of obedience to the law, and of loyalty to their Sovereign; they should not only possess the art of communicating knowledge, but be capable of moulding the mind of youth, and of giving to the power which education confers a useful direction. These are the qualities for which Patrons of Schools, when making choice of Teachers, should anxiously look. They are those which the Commissioners are anxious to find, to encourage, and to reward.

2. No clergyman of any denomination, or member of any religious order, can be recognised as the Teacher of a National School. This does not apply to the Teachers of Convent Schools, nor to those of any Monastery Schools which have been at any time previously in connexion with the Board.

3. Teachers of National Schools are not permitted to carry on, or engage in, any business or occupation that will impede, or interfere with, their usefulness as Teachers. They are especially forbidden to keep public-houses, or houses for the sale of spirituous liquors.

4. Every Teacher is required to have his Daily Report Book lying upon his desk, that Visitors may, if they choose, enter remarks in it. Such remarks as may be made, the Teachers are by no means to alter or erase; and the Inspector of the district is required to transmit to the Commissioners copies of such remarks as he may deem of sufficient importance to be made known to them.

5. Should the Commissioners consider any Teacher in a vested school unfit for his office, or otherwise objectionable, they will require that he be dismissed and another provided: in non-vested schools the grant of salary will be withheld until a suitable Teacher be procured. Teachers are also liable to be fined, depressed, or suspended, at all times, when the Commissioners shall deem it necessary, on sufficient cause being shown.

6. Teachers, whose Schools may have declined in usefulness and efficiency, or who may have conducted themselves improperly, or who, from any other cause, may seem to merit punishment, may be fined, depressed, or deprived of salary.

7. Newly appointed Teachers are not entitled to any salary from the Commissioners, until examined and pronounced competent; and any Teachers newly appointed to National Schools, who, after examination by the Inspectors, may be found wholly unqualified, must be removed.

8. If a Teacher who has been dismissed from a National School for any cause, be appointed to another National School, the Commissioners reserve to themselves the right to determine whether the appointment can be sanctioned, or any salary paid to such Teacher.

9. No Teacher dismissed for incompetency is eligible for re-entry into the Board's service till after the expiration of at least six months from the date of such dismissal.

10. If a Teacher who has been a considerable period out of the service of the Board shall again enter it, the Commissioners reserve to themselves the right to determine, in each case, whether such Teacher shall retain the class he was in previous to quitting the service of the Board.

11. The Commissioners regard the attendance of any of the Teachers at meetings held for political purposes, or their taking part in elections for Members of Parliament, or for Poor Law Guardians, &c., except by voting, as incompatible with the performance of their duties, and as a violation of rule which will render them liable to dismissal.

12. Teachers, to be eligible for entering the service of the Board must, if males, have completed their seventeenth year; and, if females, their sixteenth.

13. No Assistant Teachers will be recognised whose qualifications are not at least equal to those required of Probationers.

14. The same rule as to age applies to Assistant as to Principal Teachers.

15. The Commissioners will not grant a salary to an Assistant Teacher in a Boys' School in which there is not an average daily attendance of at least sixty pupils; but in the case of Girls' Schools, or Mixed Schools—that is, Schools attended by both sexes—salary may be obtained for an Assistant, when the attendance shall have maintained itself at an average of at least fifty.

16. In Mixed Schools presided over by a Master, it is desirable, where the attendance warrants it, that a Female Assistant should be selected. Appendix A.

17. The Commissioners will not grant salary to Workmistresses in Mixed Schools, unless there be an average daily attendance of at least forty-five pupils; and the Commissioners require that at least two hours each day be devoted to instruction in this branch. Rules and Regulations of Commissioners.

18. If any Workmistress whose appointment has been sanctioned by the Commissioners, be employed during the remainder of the ordinary school-hours in giving literary instruction to the junior classes, it is competent for the District Inspector, if he considers her qualified, to recommend that she be paid at the rate of salary awarded to "Probationers." PART IV. § L

19. In Schools attended by Female Children only, under the care of a Female Teacher, such Teacher must be competent not only to conduct the Literary Department, but also to give instruction in Needlework; but if the average daily attendance amount to forty-five, application may be made for a grant of salary to a Workmistress to take charge of the Industrial Department, which, however, must be superintended by the principal Teacher, who will be held responsible for its efficient management.

20. The following Practical Rules are to be strictly observed by the Teachers of National Schools:—

I. To keep at least one copy of the *General Lesson* suspended conspicuously in the School-room, and to inculcate the principles contained in it on the minds of their Pupils. This should be done at the time of combined ordinary instruction.

II. To exclude from the School, except at the hours set apart for Religious Instruction, all Catechisms and Books inculcating peculiar religious opinions.

III. To avoid fairs, markets, and meetings—but above all, Political meetings of every kind; to abstain from controversy; and to do nothing either in or out of School which might have a tendency to confine it to any one denomination of Children.

IV. To keep the Register, Report Book, and Class Rolls, accurately, neatly, and according to the precise forms prescribed by the Board; and to enter or mark in the turn letter, before seen each day, the number of Children in actual attendance.

V. To classify the Children according to the National School Books; to study these Books themselves; to teach according to the improved method, as pointed out in their several prefaces; and to labour diligently to train up their Pupils in each branch of knowledge to that degree of attainment, or amount of proficiency, pointed out for each Class, respectively, in the *Programme of Instruction for National Schools*.

VI. To observe themselves, and to impress upon the minds of their Pupils, the great rule of regularity and order—A TIME AND A PLACE FOR EVERY THING, AND EVERY THING IN ITS PROPER TIME AND PLACE.

VII. To promote, both by precept and example, Cleanliness, Neatness, and Decency. To effect this, the Teachers should set an example of Cleanliness and Neatness in their own persons, and in the state and general appearance of their Schools. They should also satisfy themselves, by personal inspection every morning, that the Children have had their hands and faces washed, their hair combed, and clothes cleaned; and, when necessary, mended. The School apartments, too, should be swept and dusted every evening; and whitewashed at least once a year.

VIII. To pay the strictest attention to the morals and general conduct of their Pupils, and to omit no opportunity of inculcating the principles of Truth and Honesty; the duties of respect to superiors, and obedience to all persons placed in authority over them.

IX. To evince a regard for the improvement and general welfare of their Pupils; to treat them with kindness, combined with firmness; and to aim at governing them by their affections and reason, rather than by harshness and severity.

X. To cultivate kindly and affectionate feelings among their Pupils; to discountenance quarrelling, cruelty to animals, and every approach to vice.

XI. To record in the Report Book of the School, the weekly receipts of School Fees, and the amount of all grants made by the Board, as well as the purposes for which they were made, whether in the way of premiums, salaries to Teachers, or payments to Masters or Workmistresses; also School Requisites, whether Free Stock or purchased at the reduced prices.

XII. To take strict care of the Free Stock of Requisites granted by the Board; and to endeavour to keep the School constantly supplied with the National School Books and requisites, for sale to the Children, at the reduced prices charged by the Commissioners; also to preserve, for the information of the Inspectors, the Invoices of Free Stock or purchased Requisites, which will be enclosed with the Grant.

XIII. Should it be intended to close a School for a time not included in the recognised Vacations, notice should be given some days previously to the Inspector; and when a Teacher is summoned for training, and means to obey the Summons, or intends resigning or removing to another School, he should intimate his intention to the Inspector a month, or at least, before his removal or resignation, in order that the latter may have an opportunity of visiting his School, and reporting upon the state of the Premises, Free Stock, School Accounts, &c., &c.

XIV. To attend to the Ventilation of the School:—I. Immediately after entering the room in the morning; II. At the time of Roll-call; III. About an hour before the School breaks up. The ventilation can best be effected by lowering, where practicable, the upper part of the Windows, so as to admit a thorough air through the room.

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21. In cases of illness, and upon Medical Certificates being submitted, the Commissioners allow to Principal Teachers, or Assistants, one month's leave of absence from school duty in the year, for which time their salaries will be paid without deduction. If any more lengthened leave of absence be required, there must be competent substitutes appointed, such substitutes to be paid by the recognised teachers, at the rate of, at least, the salary allowed to probationers. In no case can leave be granted for more than six months.

§ II.

II.—Training of Teachers.

1. The Commissioners have provided a Normal Establishment in Dublin, for training Teachers, and educating persons who are intended to undertake the charge of Schools.

2. Teachers selected by the Commissioners for admission to the Normal Establishment, must produce a Certificate of good character; also a Certificate from a member of the Medical Profession that they are in good health, and free from any cutaneous disease; and must be prepared to pass through an examination in the Books published by the Commissioners. They are boarded and lodged at the Establishments provided by the Commissioners; and arrangements are made for their receiving religious instruction from their respective Pastors, who may attend at the Normal Establishment at convenient times appointed for the purpose. On Sundays they are required to attend their respective places of worship; and a vigilant superintendence is at all times exercised over their moral conduct. The Teachers undergo examination at the close of the course, and they then receive a certificate according to their deserts. The Teachers are, for a considerable time previous to their being summoned, required to prepare themselves for the course.

3. During the absence of the recognised Teacher, a temporary Teacher must be provided to take charge of the School, who is to be paid a portion of the salary falling due to the recognised Teacher during such Teacher's attendance at the Normal Establishment.

4. Assistant Teachers of Model Schools, while in training, receive but half their accustomed share of the fee, and a deduction is made from their salaries at the rate of £20 per annum in the case of males, and £18 in the case of females: these deductions to serve as payment for their substitutes.

5. Should any Teachers present themselves in a delicate state of health, or affected with any cutaneous disease, they will not be received or allowed any travelling expenses. No Teacher can be admitted who has not had the Small-pock, or been vaccinated.

6. The Teachers trained in the Normal Institution are divided into three Classes, namely:—

First—The General or Ordinary Class, composed of Teachers (males or females) of National Schools, who have been recommended by the District or Head Inspectors as eligible Candidates for Training.

Second—The Special or Extra Training Class, composed chiefly of Teachers (males or females) who have been selected from the Ordinary or General Class, for additional Training.

Third—The Candidate or *Extern* Class, composed of a limited number of respectable and well-informed young persons, who wish to qualify themselves to act as Teachers. The Candidates admitted to this Class are permitted to attend, without any charge, the Model Schools and the Lectures of the Professors, and at the end of the course they are examined and classed as Teachers, according to their merits and qualifications. Permission is also given to Teachers of Schools not connected with the Board to attend the Model Schools as *Auditors* or *Visitors*, for any period that may suit their own convenience.

7. No Teachers can be admitted to the General or Ordinary Class but those who have succeeded in obtaining Classification after Examination by a Board of Inspectors, or who may be specially recommended by the Inspectors or Professors.

§ III.

III.—Classification of Teachers, &c.

1. All National Teachers are either "Classed Teachers" or "Probationers." The former are divided into three classes.

The class in which Teachers are ranked depends (I.) upon their qualifications, as determined after examination by the Professors, or by the Inspectors; and (II.) on their proved capacity and efficiency as conductors of Schools.

All Teachers, on first entering the service of the Board, or who have not *Appointed*.
been classed, are termed Probationers.

2. Besides the Principal and Assistant Teachers included under the foregoing *Rules and Regulations of Commissioners.*
heads, there are Junior Literary and Industrial Assistant-Teachers, Teachers of Needlework, Pupil-Teachers, and Paid Monitors.

3. The Commissioners have determined upon a course of study for each class, *PART IV.*
in which the Teachers are to be examined, as one of the tests of their fitness for *§ III.*
promotion.

4. Every National Teacher will be furnished, on application to the District Inspector, with a copy of the programme of the course of study above referred to, in which is stated the minimum of proficiency required for each class.

5. Teachers already classed are to be admitted to examination, with a view to promotion, only on the recommendation of the District Inspector, and no one on whose School a decidedly unfavourable report has been made within the previous year is to be admitted.

6. (a). Teachers will not be eligible for promotion, unless, in addition to satisfactory answering in the course prescribed for the Class to which they aspire, it appears from the reports of the respective District Inspectors, that the Schools are properly organized and well conducted; that adequate exertions have been made to keep up a sufficient average attendance; that their Classes are taught according to the *Programme of Instruction for Schools*; that while the junior pupils are carefully taught, a fair proportion of the pupils of the higher classes, besides being proficient in the ordinary branches of Reading, Spelling, Writing, and Arithmetic, are possessed of a respectable amount of knowledge in Grammar and Geography, and able to write from dictation ordinary sentences with readiness and correctness. In Female Schools it will be further requisite that instruction in plain Needlework, including sewing, knitting, and cutting-out, be given to all girls capable of receiving it, and that they exhibit a due proficiency in this department.

(b). It must also appear from the reports of the Inspectors, that the School accounts have been regularly and correctly kept; that the School premises have been preserved with neatness and order; that cleanliness in person and habits has been enforced on the children attending them, and that an adequate supply of *Sale Stock* of Lesson Books and other necessary School Requisites has been regularly kept up.

(c). It must also clearly appear that, JUDGED BY THE TOTAL RESULTS PRACTICALLY REALIZED IN THEIR SCHOOLS in the instruction and discipline of their pupils, they are worthy of the higher class to which they aspire.

7. All Teachers, who have not been classed, will be paid as Probationers, until they be classed at the first Examination, to which they shall have been summoned. Those who then obtain classification, will be paid from the commencement of their service under the Board, according to the rate of salary attached to their class. This rule will not extend to those Teachers who when summoned, shall fail, from any cause whatever, to present themselves for examination.

8. All Teachers who have been unsuccessful at their first examination, and who may be retained on trial, will receive the salary of the class to which they may be promoted at any subsequent examination, from the 1st of April of the year in which they offer themselves for such subsequent examination.

9. Teachers who, after their first examination, have been retained on trial as Probationers, if not recommended for promotion by the Head or District Inspectors at the next ensuing examination, cannot be continued in the service of the Board.

10. Classed Teachers who may offer for re-classification will, if promoted, be paid according to their new grade from the 1st of April of the year in which they offer themselves for examination.

11. The Pupil-Teachers of District Model Schools, on taking charge of National Schools after the completion of their course of training, shall, if not already classed, rank as Third Class Teachers (provided they be deemed qualified for that class by the Head Inspector) until they shall have been classed at the first Examination held after their appointment, in the district in which their Schools are situated—when they will be paid according to their classification, from the date of their appointment.

12. All Teachers must remain at least one year in a lower division of any

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class, before they are eligible for promotion to a higher division; and they must remain at least two years in a lower class before they can be promoted to a higher class. These conditions, however, being fulfilled, Teachers of superior attainments, and of eminent usefulness, may be advanced from any division of one class to any division of another, after their first classification, without being required to pass through the intermediate divisions.

13. This regulation does not apply to Teachers who may be promoted on the recommendation of the Professors at the termination of their course of training.

14. Teachers who may have absented themselves from the examinations of previous years, without satisfactory reason assigned, will be liable to be dismissed should they not present themselves when again summoned.

15. All Teachers also who may be *especially* summoned, and who shall be absent without a sufficient reason, will be liable to be fined or deposed.

§ IV.

IV.—Salaries (*Ordinary National Schools*).

1. The Commissioners grant salaries to Teachers of National Schools at the following rates, subject to the foregoing and annexed regulations:—

Principal Teachers:—		Males.	Females.
First Class,	1st Division,	£52	£42
	2nd " "	44	36
	3rd " "	38	30
Second Class,	1st Division,	32	26
	2nd " "	26	24
Third Class,	1st Division,	24	20
	2nd " "	18	16
Probationers,		15	14

(a). As a general rule, a School, to be entitled to be taken into connexion, or to remain in connexion, must exhibit an average daily attendance of at least 30 pupils.

(b). Teachers cannot be admitted to the enjoyment of First Class salary, nor allowed to continue in its enjoyment, unless their Schools command an average daily attendance of 35 pupils.

(c). Should Schools of the ordinary class be retained in connexion after the attendance shall have fallen below *thirty pupils*, as in certain circumstances they may be retained, their Teachers will be paid according to the provisions of the modified scale given below.

(d). But as regards the Schools placed in connexion with the Board before the close of October, 1860, in every case where the attendance shall appear to be diminished by the admission of new Schools, the Commissioners will not make any reduction of salary on the *first* occasion of such diminution taking place, but will defer making such reduction until a period of six months shall have elapsed from the termination of the quarter in which the attendance shall, on such *first* occasion, fall below the required *minimum*.

(e). And in the case of Schools taken into connexion since October, 1860, reduction of salary, proportioned to the decrease in attendance, will be made in the *next* quarter subsequent to that in which it first occurs, should the decrease re-appear.

Assistant Teachers:—	Males.	Females.
Unclassed,	£15	£14
If classed 3 ^d ,	18	16
If classed 3 ^d , or higher,	24	20
Junior Literary and Industrial Assistants,	—	14
Workmistresses,	—	8

2. To entitle a School to the services of an Assistant, the School, if for boys only, must have an average daily attendance of at least 60; but if for girls only, or if a mixed School, an average of 50 will suffice. While, however, the average daily attendance in such Schools, respectively, remains under 65 and 55, no higher salary than that of III^d can be awarded.

3. In mixed Schools presided over by a Master, the Assistant should be a female.

4. To entitle an Assistant to the salary of III^d, the School, if for boys only, must have an average daily attendance of at least 65, or if mixed, or for girls only, an average daily attendance of 55.

5. In Schools where the average attendance amounts to 110, salary of Classification, up to 2^d, will be allowed to the First or Senior Assistant.

6. To entitle a girls' School, or a mixed School, presided over by a Master, to the services of a Workmistress, an average daily attendance of 45 pupils is required, of whom, in the case of mixed Schools, 20 at least must be girls. The same rule applies to Junior Literary and Industrial Assistants in such Schools.

NOTE.—In cases where Schools enjoying the services of Assistants (under which term are included Monitors, Workmistresses, and Industrial Instructors) fail to command the average attendance required for the amount of aid awarded for such services, Managers must be prepared for the entire withdrawal or reduction of such aid in the Second Quarter in which the falling off appears.

A like rule will be applied to Evening Schools.

7. The Commissioners in certain cases are prepared to act on the following modification of the above Scale of Salaries provided for Principal Teachers.

I. *Attendance under 15 Pupils.*—Schools with an average daily attendance under 15 pupils, conducted on the principle and the system of the Board, will not be admitted to the enjoyment of salary, but may be allowed Inspection, Books, and Apparatus, under existing regulations. The teachers will be eligible for training, and their services, from their connexion with the Board, will count to their credit in respect to supplemental salaries, retiring allowances, &c., should their Schools afterwards become entitled to regular grants of salary, or should they be removed to others so entitled.

II. *Attendance 15 but under 20 Pupils.*—When the average daily attendance is 15, but under 20, in addition to Inspection, Books, &c., and training, the Commissioners will make an award of salary to the teacher, to the amount of two-thirds of a Probationer's salary.

III. *Attendance 20 but under 25.*—When the average daily attendance is 20, but under 25, the full salary of a Probationer, but no more, will be awarded to the teacher.

IV. *Attendance 25 but under 30.*—When the average daily attendance is 25, but under 30, salary as high as that of First Division of Third Class, but no higher, will be awarded to the teacher, should his qualifications in other respects entitle him to such classification.

NOTE.—These modified grants the Commissioners are prepared to make where the means of religious instruction are not attainable by children of a particular denomination within a reasonable distance of their homes, in any existing National School; but they reserve to themselves the power, in all cases, of preventing the unnecessary multiplication of Schools in any district, and will require as a condition of this modified aid that the Managers of such Schools shall be either Clergymen or other persons of good position in society.

8. The Commissioners are anxious that a further income be secured to the Teacher, either by Local Subscription or School-fee, and they require that the payments made by the Children shall not be diminished in consequence of any increase of Salary which may be awarded to the Teacher.

V.—Paid Monitors.—Their Salaries, &c.

§ V.

<i>Junior Monitors.</i>		<i>Senior Monitors.</i>	
For the First Year, . . .	£2	For the First Year, . . .	£5
For the Second Year, . . .	£3	For the Second Year, . . .	£6
For the Third Year, . . .	£4	For the Third Year, . . .	£8
		For the Fourth Year, . . .	£10

1. No School whose Teacher does not rank at least in 3^d Class, can get the benefit of the services of a Junior Monitor; nor can any School whose Teacher ranks not at least in 2^d Class, be allowed the services of a Senior Monitor.

2. The Paid Monitors are selected from among the best pupils in the National Schools of each district, and are appointed by the Commissioners upon the recommendation of the District Inspectors.

3. No Manager of a National School is obliged to employ a Paid Monitor, nor will such be appointed without his approval.

4. The appointment of a Junior Paid Monitor cannot be held for a longer period than *three years*, nor that of a Senior Paid Monitor for more than *four years*, at the expiration of which periods, respectively, the salary will be discontinued.

5. The salary may, however, be withdrawn at any time, should want of diligence, of efficiency, or of good conduct on the part of the Monitor, or any other circumstance, render such a course desirable.

6. The Commissioners select (on the recommendation of the Inspectors) the Schools in which the services of Paid Monitors may be employed.

7. When a vacancy in a Monitorship occurs, whether before or after the expiration of a Monitor's term of service, it does not necessarily follow that a successor shall be appointed in the same School.

8. The Programme of the course of study for Paid Monitors can be obtained on application to the District Inspector.

9. Paid Monitors who have completed their course in a satisfactory manner, are eligible, on examination by the Inspectors, to offer as candidates for Assistant-Teacherships or for Pupil-Teacherhips in District Model Schools.

Appendix A. 10. In the case of a few very large and highly efficient schools, the Commissioners are prepared to appoint young persons of great merit to act as First Class Rules and Monitors.
Regulations of Commissioners.

Salary for the First year,	£15
<i>Disto</i> Second year,	£17

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VI.—*Salaries, &c., to other than Ordinary National Schools.*

A.—*Evening Schools.*

The Commissioners grant salaries, generally amounting to £5 a year, to Teachers of Evening Schools, for every 25 Pupils in average attendance.

B.—*Schools connected with School Farms of the First Class, under the exclusive control of the Board.*

Teachers of this class of Schools receive such amount of Salary as the Commissioners deem sufficient, according to the circumstances of each case.

C.—*Schools connected with School Farms of the First Class under Local Patrons.*

Masters of this class of Schools, competent to conduct both the Literary and Agricultural Departments, receive £10 per annum in addition to the salary of the class in which they may be placed; but if their income from the Board, with this addition, should fall short of £30 per annum, the difference will be granted to them, so that in all cases such Teachers shall have secured to them for their combined services a salary of £30 a year at least.

D.—*Schools connected with Ordinary School Farms.*

Masters of such Schools receive £5 per annum in addition to the salary of their class, provided they are competent to conduct both the Literary and Agricultural Departments, and that the Commissioners shall have previously approved of Agriculture being taught in the School.

E.—*Industrial Schools.*

In National Schools where embroidery and other advanced kinds of needle-work are taught, the amount of salary granted for giving such instruction is regulated by the nature of the work, and the number of pupils engaged in it.

F.—*Schools connected with Convents and Monasteries.*

1. In Schools of this description, salary is paid according to a per-centage on the average daily attendance:—

Average Attendance.	Salary.		Average Attendance.	Salary.
29 to 49	10	Increase at £29 per cent.	501 to 625	64 5
51 " 75	13		626 " 750	68 10
76 " 100	20		751 " 875	72 15
101 " 125	25		876 " 1000	77 0
126 " 150	30		1001 " 1125	81 5
151 " 175	35		1126 " 1250	85 10
176 " 200	40		1251 " 1375	89 15
201 " 225	45		1376 " 1500	94 0
226 " 250	50		1501 " 1625	98 5
251 " 275	55		1626 " 1750	102 10
276 " 300	60		1751 " 1875	106 15
			1876 " 2000	111 0

601 upwards, increase at £15 per cent.

2. As the amount of salary to Schools of this class will in all cases depend upon the average daily attendance of pupils, Managers are to be prepared for augmentation or diminution accordingly, at the expiration of each quarter.

3. Schools of this class are entitled to the services of Paid Monitors.

4. For Evening Schools, an allowance is made at the rate of £10 for every hundred pupils in average attendance.

G.—*Model Schools.*

(a.) *Scale of Salaries to Head Masters and Mistresses of Model Schools.*

1. The head master to receive £60 per annum, and after the completion of three years' service to rise by £5 per annum, until the salary amount to £100, should he be reported faithful and efficient in the discharge of his duties.*

* In case of head masters of Model Schools residence is provided, or in lieu thereof, in some cases, allowance for house rent.

2. The head mistress to receive £55* per annum, and after three years' service to rise by £2 10s. per annum, on the same condition as in the case of males, until the salary amount to £75 a year.

3. Principals, both males and females, enjoy also one-half the school-fees received in their respective departments.

(b) *Scale of Salaries and Allowances to Assistant Masters and Mistresses in Model Schools.* PART IV.
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1. An assistant master to receive his class salary, a supplemental salary of £18 per annum, and generally a certain proportion of the school fees.

2. An assistant mistress to receive her class salary, a supplemental salary of £12 per annum, and generally a certain proportion of the school fees.

3. The grant of such supplemental salaries to be contingent upon the Report of the Head and District Inspectors.

(c) *Allowances to Teachers of Model Schools who, possessing Certificates of Competency, shall give Instruction in Singing, Drawing, or Physical Science.*

1. The head master or mistress to be allowed £10 annually, but to be paid for teaching only one of these subjects.

2. The assistant master or mistress to be allowed for

Singing,	£8
Drawing,	8
When both are taught,	12
And an Assistant Master for teaching Physical Science,	8

3. When the assistant teacher is engaged in teaching both physical science and either drawing or singing (for not more than two of these extra branches are to be taken by the same assistant), a sum of £12 annually to be granted to him.

4. If in the case of singing or drawing the instructions of the teacher, Principal or Assistant, are confined to but one department of the school, as the Boys' or Girls', but half the assigned rate of payment is allowed.

5. These allowances to be contingent upon the Report of the Head and District Inspectors.

(d) *Paid Monitors and Pupil-Teachers in Model Schools.*

1. Monitors are allowed for the

First Year,	£6	Third Year,	£10
Second Year,	8	Fourth Year,	12

2. In the case of Pupil-teachers resident in the house, an allowance at the rate of £24 a year is granted to the Master for the board, &c. of each.

3. Extern Pupil-teachers are allowed at the rate of £20 a year each, in lieu of board, &c.

(e) *Gratuities to Pupil-Teachers and Paid Monitors in Model Schools.*

1. An annual gratuity not exceeding 30s. may be awarded to pupil-teachers (of first year) and paid monitors for good conduct, distinguished merit in their studies, and success in the instruction of the classes intrusted to their charge.

2. Pupil-teachers who may be retained for training beyond their first year, will be allowed a gratuity of 30s. a quarter, as reward for good conduct, &c.

3. These gratuities are granted on the recommendation of the Head and District Inspectors.

II.—*Gratuities to Literary Teachers of Workhouse Schools.*

1. The Commissioners of National Education (with the concurrence of the Poor Law Commissioners) award gratuities to a certain number (forty males and forty females) of the Teachers of the Workhouse Schools, in connexion with the National Board, who shall be recommended by the District Inspectors.

The gratuities are divided into two classes:—

For Male Teachers,	First Class,	Twenty	at the rate of £5 a year each.
	Second Class,	Twenty	" £4 "
For Female Teachers,	First Class,	Twenty	" £5 "
	Second Class,	Twenty	" £3 "

* This includes £20 a year for lodging allowance.

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sioners.

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2. The awards are made half-yearly, for the periods ending 31st March, and 30th September.

3. It is to be understood that such gratuities are given in addition to the salaries paid to the Teachers of Workhouse Schools under the provisions of the Poor Law Act.

4. No Teacher is precluded from receiving the gratuity two or more half years in succession, if recommended by the District Inspector as deserving of it; but a Teacher having received a gratuity for one half year, is not thereby entitled to the payment of another for the succeeding half year.

5. If the Local Guardians know any just cause for withholding the gratuity from the Teacher, they are to return the receipt unsigned, and communicate to the Commissioners of National Education the grounds for so doing.

6. The Teachers of Workhouse National Schools are also eligible to receive the gratuity for instructing pupils in Vocal Music.

§ VII.

VII.—*Gratuities, &c., to Teachers of Ordinary National Schools.*A.—*Premiums for Order, Neatness, and Cleanliness.*

1. The sum of £22 10s. will be allocated to each of the School Districts, and divided into Thirteen Premiums.

One of £4	£4	Five of £1 10s.	£7 10s.
Two of £3	£6	Five of £1	£5

2. These Premiums are awarded ANNUALLY on the recommendation of the District Inspector, at the expiration of the year.

3. No Teacher is eligible for this Premium for more than two years in succession, or who shall be in receipt of Good Service salary.

4. These Premiums will be awarded to Teachers of all classes, provided the average attendance in each case shall not fall below that required for Salary of Teacher's Class; but none will be deemed eligible to receive such Premiums against whom there is any well-founded charge of neglect in the performance of their duties, of impropriety in their conduct, or whose Schools are not conducted in all respects in a satisfactory manner.

5. If the Patron or Manager of a National School knows any just cause for withholding the Premium from the Teacher, he is to return the receipt unsigned, and state his reasons for so doing.

B.—*Supplemental or Good Service Salaries.*

1. Supplemental or Good Service Salaries are awarded to a certain number of Teachers of National Schools on the recommendation of the Head and District Inspectors, subject to the following conditions:—

(a). That the teacher ranks not lower than First Division of Third Class.

(b). That the average attendance at his school amounts to thirty-five at least.

(c). That the teacher has given not less than eight years' service under the Board; period of service to be reckoned from the date from which salary as a Classed Teacher was first paid.

2. No teacher to be eligible for such Supplemental Salary who shall have been depressed or fined for misconduct or neglect of duty, or on whose school a decidedly unfavourable report shall have been made within the preceding three years, or who shall not have shown himself, throughout his whole career, to have been attentive and painstaking, and mindful of all the details of school-keeping.

3. Any teacher to whom such Good Service Salary shall have been awarded, but who shall subsequently cease to exhibit those qualities which first obtained for him this distinction, or whose school shall fall below an average daily attendance of thirty-five pupils, shall thereby forfeit such Supplemental Salary.

4. Teachers in receipt of Good Service Salary who may become entitled to an increase, on the ground of a more lengthened term of service, or on account of promotion to a higher class, must be specially recommended by Inspector for such increase.

5. In case of promotion from a lower to a higher class, teacher will not be entitled to the consequent increase of Good Service Salary until he shall have been a year in his new class.

6. Payments to be made annually; and in no case without the united recommendation of the Head and District Inspectors.

MALES.				FEMALES.			
Of Class	After Good Service of			Of Class	After Good Service of		
	8 Years.	12 Years.	17 Years.		8 Years.	12 Years.	17 Years.
III ^a	£ s. d. 3 0 0	£ s. d. 4 0 0	£ s. d. 6 0 0	III ^a	£ s. d. 2 0 0	£ s. d. 3 0 0	£ s. d. 5 0 0
II ^a	4 0 0	5 0 0	7 0 0	II ^a	3 0 0	4 0 0	6 0 0
I ^a	5 0 0	6 0 0	8 0 0	I ^a	4 0 0	5 0 0	6 10 0
P ^a	6 0 0	7 10 0	9 10 0	P ^a	4 10 0	5 10 0	7 10 0
I ^b	7 0 0	8 10 0	11 0 0	I ^b	6 0 0	7 0 0	9 0 0
I ^c	8 0 0	11 0 0	13 0 0	I ^c	7 0 0	9 0 0	11 0 0

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C.—Allowances for teaching Vocal Music, Drawing, and Navigation.

1. To every teacher, possessing a certificate of competency, who shall give instruction in vocal music in his school, a gratuity ranging from £2 to £5 a-year, according to the number under instruction and the success of the teacher's efforts.

2. To every teacher possessing a certificate of competency from the drawing-master in the Central Model School, or from the master of a School of Art, who shall give instruction in drawing to a class with sufficient average attendance, an annual gratuity, varying from £3 to £10, according to the number under instruction and the success of the teacher's efforts.

3. Gratuities for teaching singing and drawing are awarded to the conductors of Convent Schools on the same conditions as in the case of ordinary Schools, provided satisfactory proof is afforded of the competency of the teachers, and that the instruction is given during the hours of secular education.

4. To every teacher of a National school, possessing a certificate of competency from the masters of the Dublin, Belfast, Limerick, or Waterford Model Maritime Schools, who shall give evidence of having an average attendance of at least six pupils under instruction in navigation, an annual gratuity of £5 for an attendance of six pupils, and £10 for an attendance of twelve or more.

*D.—Gratuities for Instructing Paid Monitors.**

Junior Monitors,	For each junior monitor, a gratuity of	£ s. d. 1 0 0
Senior Monitors,	For each monitor of 1st year, a gratuity of	1 0 0
do.	do. of 2nd year, do.	1 10 0
do.	do. of 3rd or 4th year, do.	3 0 0
1st Class Monitors,	do. of 1st or 2nd year, do.	3 0 0

E.—Gratuities for Extra Instruction to Unpaid Monitors."

1. A gratuity not exceeding four pounds may be awarded to teachers of organized schools, who shall give extra instruction to a staff of unpaid monitors appointed by the Inspector or Organizer.

a. Teachers must, to entitle them to such gratuities, keep a record of the time devoted by them to the monitors' instruction.

b. No gratuity can be awarded under this or the preceding head unless the answering of the monitors be satisfactory and that such answering can be fairly referred, in great part at least, to the care bestowed by the teacher during the time of such special instruction.

*F.—Gratuities for preparing Young Persons for the Office of Teacher.**

1. For every pupil who, after having been appointed to a school, shall pass respectably the first annual examination, held subsequently to such appointment, the master or mistress by whom such pupil shall have been trained will be entitled to a sum of not less than £2, and not more than £3; but in no year is the amount to exceed £15 to any one school or teacher as the reward of such services.

2. The conditions to be observed in regard to these gratuities are—

(a). That such pupil shall have attended in the school not less than two consecutive years immediately preceding his or her appointment as a teacher.

* Teachers of Model Schools are excluded from obtaining this class of gratuities.

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(b). That the District Inspector shall certify that the school in which such pupil shall have been trained is efficiently conducted in all other respects.

(c). That the Head Inspector before whom such pupil shall have been examined shall certify that the teacher is entitled to the gratuity.

(d). That not more than twelve months shall have elapsed between such pupil's first examination and the date of his leaving the school of his former instructor.

G.—*Gratuities for preparing Young Persons for the Office of Pupil-Teacher in Model Schools.**

1. A gratuity not exceeding £2 may be awarded to teachers from whose schools shall proceed eligible candidates for the office of pupil-teacher in the Model Schools.

2. The conditions to be observed in regard to these gratuities are—

(a). That such pupil shall have attended in the school not less than two consecutive years immediately preceding his appointment as pupil-teacher.

(b). That the District Inspector shall certify that the school in which such pupil shall have been trained is efficiently conducted in all respects.

(c). That the Head Inspector before whom such pupil shall have been examined shall certify that the teacher is entitled to the gratuity.

NOTE.—In regard to the foregoing special gratuities, as in regard to the annual salaries of the teachers of National schools, it is to be distinctly understood that the Commissioners reserve to themselves the right to determine, on cases shown, whether the payment is to be made in whole or in part, or is to be altogether withheld.

H.—*Retiring Gratuities.*

In particular cases the Commissioners have the privilege of granting gratuities of reasonable amount to deserving Teachers of long standing in their service, when, from old age and infirmity, they are obliged to retire.

PART V.

PART V.

SUPPLIES OF BOOKS, SCHOOL REQUISITES, AND APPARATUS.

§ 1.

I.—*Nature and Extent of Grants, and Conditions on which made.*

1. The Commissioners furnish gratuitously to each School a First Stock of School Requisites, in proportion to the attendance of Children. These Requisites are to be kept as a School Stock, for which the Master or Mistress is held responsible, and are on no account to be sold or taken out of the School.

2. The funds of the Commissioners do not enable them to give a Free Stock sufficiently large for the entire wants of the School; and they therefore require that the local parties shall purchase a Stock of Books and other Requisites—proportionate to the grant of Free Stock—for the use of the School, and for sale to the Pupils. Any additional maps, stationery, slates, clocks, and other requisites, must also, as required from time to time, be purchased at reduced rates.

A.—*Free Stock.*

The value of the grant of Free Stock is regulated by the average daily attendance of Pupils, as ascertained from the reports of the Inspectors. The Managers of Schools have the privilege of selecting their grants of Free Stock from the following List—being at liberty to choose such of them as they most approve of, and to omit any to which they object:—

Slates, Large.

Do. Small, ruled.

State Pencil Holders.

Ink Wells.

Patterson's Sheet of Illustrations to Zoology,

No. 1.

Do.,

Do.,

No. 2.

One Set Tablet Lessons, Arithmetic, 60 sheets mounted on 30 Boards.

Do. do. Reading, part 1, 20 sheets, mounted on 10 Boards.

One Set of Copy Lines, mounted.

Thirty-hour American Clock, in case.

Professor Sullivan's English Dictionary.

* Teachers of Model Schools are excluded from obtaining this class of gratuity.

Fleming's Atlas (Outline Maps).
Dewey's Atlas, 12 Maps, coloured.
Kirkwood's Atlas, 12 Maps, coloured.
Dewey's Hints on Secular Instruction.
Young's Infant School Manual.

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9. Manufacture of Gas.
10. Electric Telegraph.
11. Fire Engine and Pumps.
12. Malting and Brewing.

13. Distilling.
14. Principle of the Watch.
15. Hydraulic Press.
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Graphic Illustrations of Animals, showing their uses in life, and after death, 21 prints, mounted.

Natural History, 120 prints, mounted.

Natural Phenomena, 30 prints, mounted.

Animals illustrated in their comparative sizes, on roller.

Tool Box, containing an assortment of most useful Tools.

Centrifugal Machine.

Architectural Series; Working Model.

Black Boards—42 by 20.

Do., 36 by 20.

Do., 20 by 24.

Do., 42 by 26, on Stand.

Do., 26 by 24, Ruled for Music.

Framed Black Boards—42 by 20.

Do., 36 by 20.

Do., 24 by 10.

Basels—Shut-up Easel, 7 feet.

Do., Do., 6 feet.

Framed Easel, 6 feet, double leg.

Lesson Post, suitable for Tablet Lessons.

Painters, common, long.

Do., do., short.

ARITHMETIC FRAMES—

Frame and Slid.

Hand Frames, 15 by 19 inches.

" 15 by 13 "

The following requisites are included in the grant—

- District Inspector's Observation Book.
- School Register.
- Daily Report Book.
- Roll Book.
- General Lesson.
- Commandments.
- Time Table.
- Commissioners' Rules.
- Rules for Teachers.
- Religious Instruction Tablet.
- Religious Instruction Certificate Book.
- Programmes of Instruction.

Appendix.

Rules and Regulations of Commissioners.

Part V.
§ 1.

B.—Requisites supplied at Reduced Prices.

1. When Books, &c., purchased from the Commissioners at the reduced prices are sold to the children attending a National School, it is directed that in no case shall any advance be made on these prices; and the District Inspectors have instructions to inquire into and report upon any infraction of this rule.

Appendix. 2. The following is the List of Books, School Requisites, and Apparatus supplied to Schools at reduced prices:—

Rules and Regulations of Commissioners.

**PART V.
§ I.**

First Book of Lessons.
Second do.
Third do.
Fourth do.
Fifth Book (Boys').
Reading Book for Girls' School.
Biographical Sketches of British Poets.
Selections from the British Poets, Vol. 1.
Do., do., Vol. 2.
Introduction to the Art of Reading.
English Grammar.
Key to do.
First Book of Arithmetic.
Key to do.
Arithmetic in Theory and Practice.
Key to do.
Book-keeping.
Key to do.
Epitome of Geographical Knowledge.
Compendium of do.
Elements of Geometry.
Measurement.
Appendix to do.

Natural Philosophy, &c.—

Vol. 1. Mechanics, Hydrostatics.
Vol. 2. Electricity, Galvanism, &c.
Vol. 3. Chemistry and Chemical Analysis.

Scripture Lessons (Old Testament), No. 1.
Do. do. No. 2.
Do. (New Testament), No. 1.
Do. do. No. 2.

Sacred Poetry.

Agricultural Class Book.

Farm Account Book.

Directions for Needlework.

Do. with Specimens.

Tablet Lessons, Arithmetic, 36 sheets.

Do. mounted on 30 Pasteboards.

Do. Spelling and Reading Tablets, Part 1.

Do. do. Part 2.

Do. mounted on 12 Boards, Part 1.

Do. do. Part 2.

Copy Lines.

Do. mounted.

Large Map of the Map of United States.

World. " Australia.

Map of Ancient World. " British Isles.

" Europe. " England.

" Asia. " Scotland.

" Africa. " Ireland.

" America. " Palestine.

Thirty-hour American Clock, in case.

Eight-day Spring Clock, not striking the hours.

Copy Books, Large.) without head-lines.

Do. Small.)

Do. (Vere Foster's), with head-lines.

Quills.

Steel Pens (Nibs).

Do., broad, medium, or fine points, No.

675 F, 675 M, 675 B.

Do., broad, medium, or fine points, No.

6149 F, 6149 M, 6149 B.

Eraser Pen, N.

Holders for do.

Staves, Large.

Do. Small, ruled.

Slate Pencils.

Slate Pencil Holders.

Ink Stands.

Ink Powders.

Books not Published, but Examined by the Commissioners of National Education.

Professor Sullivan's English Dictionary.

Do. Spelling Book Super-

seded.

Do. English Grammar.

Do. Introduction to Geog-

raphy and History.

Do. Geography Generalized.

Do. Library Class Book.

Fleming's Atlas of Outline Maps, coloured.

Dover's Atlas, 12 Maps, coloured.

Kirkwood's Atlas, 12 Maps, coloured.

Dawson's Hints on Secular Instruction.

Easy Lessons on Reasoning.

Easy Lessons on Money Matters.

Young's Infant School Manual.

Household Work for Female Servants.

Palmer's First Steps to Zoology, Part 1.

Do. Sheet of Illustrations to do., No. 1.

Do. First Steps to Zoology, Part 2.

Do. Sheet of Illustrations to do., No. 2.

Do. Zoology for Schools, Part 1.

Do. do., Part 2.

Dr. Thomson's Treatise on Arithmetic.

Do. Key to do.

Do. Elements of Euclid, Part 1.

Do. do., Part 2.

Do. Introduction to Algebra.

Arithmetical Table Books.

Works for the Use of Agricultural Pupils.

Dr. Hedges' First Steps in Agricultural Chem-

istry.

Do. First Lessons in do.

Jobstons' Catechism of do.

Murphy's Agricultural Instructor.

Campbell's Farmer's and Cottager's Guide.

Pringle on Green Cropping.

Stephen's Catechism of Practical Agriculture.

Hillbush's Vocal Music, supplied only to Schools

where the Teachers hold Certificates of com-

petency to instruct in Singing.

Hallish's Manual.

Do. Songs for Schools, No. 1.

Do. do., No. 2.

Do. Set of 8 Large Sheets.

Do. Exercises, Book 1.

Do. do., Book 2.

Stave, ruled for Music.

Twelve-line.

Glasses:—

12-inch, in Mahogany, low stand, Brass

Meridians.

12-inch, in Stained Wood, low stand, Iron

Meridians.

6-inch Semi-Globe, on Mahogany board.

8-inch do. do.

8-inch do. hinged.

MAPS:—

Johnston's School and Family Maps—size,

20 by 27 inches, on rollers, varnished—

Eastern Hemisphere, America.

Western do. Canada and Palestine.

England, Chart of the World.

Scotland, Geographical Terms.

Ireland, United States and

Europe, Canada.

Asia, Chronological Chart

Africa, of Ancient History.

* These Maps are of the same character as the

large Maps usually supplied by the Commissioners,

but being smaller, may be more convenient to many

Schools.

Johnston's Physical Map of the World.

Do. Physical Map of Europe, with book.
Ditto's Educational Maps—size, 23 by 26
inches, on roller, varnished—

England.	America.
Scotland.	Australia.
Ireland.	Palestine.
Europe.	Eastern Hemisphere.
Asia.	Western do.
Africa.	

Interregatory Maps, with Book of Exercises
to each map, to correspond with the Educa-
tional Series, on roller, varnished—

Europe.	England.
Asia.	Scotland.
Africa.	Ireland.
America.	

Geographical States—Each State has Two
Outline Maps permanently engraved on it,
and accompanied with Key Maps—

England and the World.	United States and England.
Europe and Asia.	United States and the World.
Asia and America.	
Ireland and Scotland.	

Outline Maps—size, 17 by 13½ inches, printed
on good paper, for Geographical Exercises—

England.	Africa.
Scotland.	North America.
Ireland.	South America.
France.	Eastern Hemisphere.
Europe.	Western do.
Asia.	Palestine.

Key Maps—same size and sort as preceding—
coloured.

Physical Geography (Reynolds'), mounted—

1. Physical Features of the Local Rain.	5. Distribution of the Winds.
2. Volcanic System.	6. Distribution of the Winds.
3. Climates.	
4. Movements of the Waters.	

Griffith's Geological Map of Ireland, on roller.
School Atlas of Physical Geography, with
Introduction, and 26 Maps, coloured, bound.
Atlas Illustrative of the Physical, Political,
and Historical Geography of the British
Empire, 16 Maps, coloured, bound.

DIAGRAMS—Illustrations of Natural Philoso-
phy (Johnston's), on roller, varnished, each
accompanied by a book—

- No. 1. Properties of Bodies.
- No. 2. Mechanical Powers.
- No. 3. Hydrostatics.
- No. 4. Hydraulics.
- No. 5. Physiology, No. 1.
- No. 6. Physiology, No. 2.
- No. 7. Steam Engines.

Astronomy, 6 sheets (Reynolds'), mounted.
View of Nature in all climates, in wrapper.

Do. Do., mounted on a roller.
Do. Do., in ascending regions, mounted
on roller.

The Human Species, 4 sheets, mounted on
roller.

Machinery and Manufactures, viz:—

1. Condensing Steam Engine.
2. High Pressure Engine.
3. Locomotive Engine.

4. Marine Engine—silk Lever.
5. Marine Engine—Oscillating.
6. Marine Engine—Screw.
7. Paper-making Machine.
8. Printing Machine.
9. Manufacture of Gas.
10. Electric Telegraph.
11. Fire Engine and Pumps.
12. Malt and Brewing.
13. Distilling.
14. Principle of the Watch.
15. Hydraulic Press.
16. Manufacture of Cast Iron.
17. Flour Mill.
18. Suction and Force Pumps.
19. The Barometer and its uses.
20. Threshing Machine.
21. Gas Meter.
22. Mechanism of a Clock.
23. The Cotton Plant and its Cultivation.

Lardner's Illustrations of Mechanics, Natural
Philosophy, &c., mounted on roller—

- | | |
|--------------------------------|----------------------|
| 1. Mechanical Powers. | 5. Motion and Force. |
| 2. Machinery. | 6. The Steam Engine. |
| 3. Watch and Clock
work. | 7. Hydrostatics. |
| 4. Elements of Ma-
chinery. | 8. Hydraulics. |
| | 9. Pneumatics. |

Sections of Screw Line-of-Battle-Ship, mounted.
Tide of British Straits, mounted.

Natural Phenomena, 50 plates.
Do. Do., mounted.

Useful Plants, a set of 12 plates, coloured, in
wrapper, with Book.

Do. Do., mounted.

Natural History, 150 plates.
Do. Do., mounted.

Animals, illustrated in their comparative sizes,
on roller.

Graphic Illustrations of Animals, showing
their uses in life and after death, 21 plates,
mounted.

The Animal Kingdom, 4 sheets, coloured,
mounted.

Patterson's Zoological Diagrams, 160, mounted
on rollers, varnished.

Set of Chemical Apparatus for performing
experiments to illustrate Johnston's Agri-
cultural Chemistry.

Tool Box, containing an assortment of most
useful Tools.

Compound Portable Microscope.

Magnetic Ship's Compass, 10-inch.

Magnetic Compass, in brass case, 14-inch.
Do. Do., in mahogany case.

Thermometers—Boxwood Thermometers.

Models, &c.—Working Models of Mechanical
Powers (Edwards).

Centrifugal Machine.

Archimedes' Screw; Working Model.

Cards of Model Tools—Carpenter, Glazier,
Bricklayer, Plumber, Painter and
Glazier, Printer, Bookbinder, Goldbeater,
Cooper, Furrier, Miner, Roadmaker and
Purser, Gardener, 22 sets.

Geometrical Solids, set of, in box.

Geometrical Solids, do.

Dissected Cone, in boxwood.

Dissected Cube, Octahedron.
Do. Tetrahedron.

Do. Dodecahedron.

Do. Pentagonal Dodecahedron.

Steel Goniograph, for illustrating Geometrical
figures.

Tangible Arithmetic, consisting of 12 box-
cubes in box.

Appended

Rules and
Regulations
of Commis-
sioners.

PART V.
§ I.

APPENDIX I. ILLUSTRATIONS OF THE USEFUL ARTS:—

Rules and
Regulations
of Comptrol-
lers.

PART V.

The Manufacture of a Needle described with specimens of wire in its various stages up to the finished needle.

The Manufacture of a Pin described, with specimens, showing the progress from the rough metal to the finished article.

The Manufacture of Paper described, accompanied by sixteen illustrative specimens.

EDUCATIONAL CABINETS:—

Edwards' Educational Cabinet, consisting of Natural Objects to illustrate Lessons on Common Things.

McNab's Object-Lesson Cards, illustrative of the Vegetable Kingdom, with specimens.

The Silkworm, exhibiting its various changes from the egg, in glazed case.

MATHEMATICAL DRAWING INSTRUMENTS:

Leather pull-off Case of Patent Instruments, No. 6211, containing 3-inch steel-joint compass, pen point, pencil point, hand pen, and 6-inch boxwood scale.

Mahogany Case of ditto, No. 6212, containing 6-inch steel-joint compass, pen and pencil points, divider, bow pen, hand pen, pencil, box scale, clay parallel, and brass protractor.

Lead Surveying Chains, English Measure.
Do., Irish Measure.

Flat Rulers, Pear Tree Wood, No. 2, 12-inch.
Do., No. 3, 15 "
Do., No. 4, 18 "

Round Ebony Rulers, 12-inch.
Do., 18 "

Gunter's Scales, boxwood, 12-inch.
Do., 24 "

Chain Scale, boxwood, 12-inch.

Plotting Scale, 12-inch.

Offset Scales.

Ebony Parallel Rulers, 16 inches.

T Squares, No. 1, 16-inch.
Do., No. 2, 24 "
Do., No. 4, 36 "

Black Boards:—42 by 30-inch.
Do., 12 by 30 "

Do., 20 by 24 "

Do., 42 by 30, on Stand.

Do., 56 by 30, Ruled for Music.

Framed Black Boards:—12 by 16-inch.
Do., 20 by 30 "

Do., 24 by 16 "

Easels:—Shut-up Easel, 7 feet.
Do., 6 feet.

Framed Easel, 6 feet, double leg.

Lesson Post, suitable for Tablet Lessons.

Black Canvas, stretched on Frames, 32 by 17 inches.

Drawing Boards—Clamped:—15 by 35.
Do., 18 by 155.
Do., 20 by 155.

ARITHMETIC FRAMES:—

Frame and Stand.

Hand Frames, 16 by 13 inches.

Painters, common, long.
Do., Do., short.

Sewing Needles:—Assorted sizes.

Pockets of Needles.

Darning Needles:—Assorted sizes.

Crochet Needles:—Steel.

Knitting Pins.

Sewing Cotton:—Clarke's.
Do., Brook's.

THIMBLES:—

Brass, common.

Do., steel top.

SCISSORS:—

Cutting-out Scissors.

Chiss Scissors, No. 275.

Do., No. 284.

Pencilnives, No. 4309.

WORKING MATERIALS:—

Knitting Cotton, May.

Do., white.

Knitting Worsted, white.

Do., gray.

Do., black drab.

Do., black.

Yellow Hempsey Curves.

White do.

Yellow Stripes, do.

White Muslin.

BLACK LEAD PENCILS, CHALK, &c:—

Black Lead Drawing Pencils, HB, B, 1B, F.

Common Drawing Pencils.

India Rubber.

White Chalk—French.

Charcoal.

Black Conté Crayons, Nos 1, 2, 3.

Drawing Pins.

Perts Crayons, brass.

DRAWING PAPER:—

Cartridge Paper.

Do., tinted.

Medium Drawing Paper.

Do., do., hand made.

Royal do.

Imperial do.

DRAWING MATERIALS:—

Water Colours in boxes.

School of Art Colour Box.

Water Colours in boxes, best quarter cakes, slide lid.

Do., half cakes, slide lid.

Indian Ink.

Camel Hair Pencils, crow-quill.

Do., duck-quill.

Do., goose-quill.

Cabinet Nails, 6 smoores.

DRAWING COPIES, &c:—

Ideal Drawing Copies, mounted, in portfolio.

Easy Drawing Copies, do.

Hornes' Drawing Instructor, 44 Nos:—

Part 1 to 24—Landscape.

25 to 36—Flowers and Fruit.

37 to 48—Hills.

49 to 60—Arabesques.

61 to 64—Hornes.

School of Art Drawing Book.

Facsimile Freehand Drawing Copies.

Green's First Studies in Landscape, 6 Nos.

Elementary Studies, by Julien and others.

Heads from the Antique, drawn by Smith, plain.

Do., do., tinted.

HARMONIUMS—with each Instrument an Instruction Book is supplied:—

Harmoniums (of 8 Octaves) with expression stop.

Do., do., without stop.

Do., (of 4 Octaves).

II.—*Regulations, &c., to be observed by Managers in regard to Grants of Books, &c.*

Appendix.

Rules and Regulations of Commissioners.

PART V.

II.

1. All applications for Books, School Requisites, and Apparatus, at reduced prices, must be addressed to the Secretaries, and be accompanied by a Money Order for the amount, in favour of JAMES KELLY, or WILLIAM HOSAN NEWELL, Esq., and PAYABLE IN DUBLIN ON DEMAND.

2. Half Notes, Cash, Postage Stamps, Orders or Cheques drawn on Country Banks, cannot be received in payment. If remitted, they will be returned at the risk of the sender.

3. When a Post Office Order or Letter of Credit is transmitted, and the amount is under TEN SHILLINGS, the cost of the remittance must be paid by the Person applying for the same; but if the sum exceeds TEN SHILLINGS, the cost of the remittance will be allowed, and Requisites given for the full amount paid.

4. When the Teacher of an ordinary National School advances, from his own resources, the amount of an order for Requisites, and that such amount is not less than the sum of ONE POUND FIVE SHILLINGS, an allowance of 20 per cent. will be made as commission on the order, if demanded.

5. When a National School has had a grant, either as Free Stock or at reduced prices, of a Clock, or of any of the large Maps, another will not be supplied until three years shall have elapsed, unless in special cases, the circumstances of which are to be stated, when the grant will be sanctioned, if the reasons assigned be deemed satisfactory.

6. Teachers are not permitted to include, in the applications for Requisites, Clocks or Maps for their own private use. Managers should, therefore, caution Teachers that such irregularity, if reported, will subject them to a fine, or other serious mark of the Board's displeasure. Books for their own use may be purchased by the Teachers at the reduced prices, but then they should be careful to indicate the fact to the Manager, by writing the words "for Teacher" after the name of the book in the List.

7. The Patron or Manager should not sign any Application for Books, Requisites, or Apparatus, without first ascertaining that they are actually wanted for the School on behalf of which the application is made. The Inspectors are required to report to the Commissioners whenever it appears that an undue quantity of Requisites, &c., has been ordered for a National School.

8. When there are separate ROZ. NUMBERS for Male and Female National Schools, the application should state for which of them the Books, &c., are required; and if for both, two forms should be used.

9. Parcels of Books, &c., when so desired, will be forwarded, carriage free, to the Depot of the District in which the School for which they are required is situated, and the Inspectors will inform the Managers on what day they will be ready for delivery; or to the Depot of any other District if more convenient; but in the latter case, the Inspector, who may not know the Managers of any Schools not in his District, cannot be expected to give notice.

10. Or the Parcel will be forwarded to the Railway station nearest to the Manager's residence. In this case the Manager must himself incur the risk of its safe delivery, and the expense of carriage.

11. Parcels are sent free to any place within the civic boundaries of Dublin.

12. When Parcels are forwarded to the Depot of a District it is the duty of the Inspector to transmit the Parcel to the Manager's residence or to the School.

13. On the day appointed by the Inspector for the delivery of parcels, the Manager is required to send a Messenger to the Depot with the order on the Inspector (with which the Manager will be furnished), and which order the Inspector is required to transmit to the Officer as a proof of the delivery of the parcel.

14. If a Parcel is to be sent by a Carrier, he must call at the Office in Dublin not sooner than two days after the Manager's directions shall have been received, and must produce the Manager's order to the Storekeeper here, for its delivery, on the form supplied for the purpose.

15. The School Apparatus must, on no account, be taken out of the School for which it has been procured, and must be used solely for School purposes. If it, or any portion of it, should be removed from the School, or any improper

Appendix. use be made of it, the Commissioners will adopt such measures as the nature of the case may demand.

Rules and Regulations of Commissioners. 16. The Commissioners do not supply Books, Requisites, or Apparatus to the public, or to Schools not connected with the Board of National Education.

17. The amount of each grant must be inserted in the Daily Report Book of the School, and the Invoice of the Articles preserved for the examination of the Inspector, who will be required to report whether the Articles in the School correspond with the Invoice, and are in a good state of preservation.

PART V.
§ II.

PART VI.

PART VI.

GENERAL INSTRUCTIONS TO MANAGERS AND CORRESPONDENTS.

1. Persons desirous of obtaining assistance from the Commissioners of National Education, will, upon intimating to the Secretaries the nature of the aid required, be furnished with the Forms, upon which their application must be laid before the Commissioners: and all grants of salary will date from the *first of the month nearest to the return of such Application Forms* to the Office.

2. Applicants for assistance are to understand that the Commissioners are not bound to grant the full amount of aid, as set forth in the foregoing Regulations, in every case; nor can they grant any, unless they have sufficient funds for the purpose, which depends upon the amount placed at their disposal by Parliament.

3. The Commissioners desire it to be distinctly understood that they do not hold themselves bound to grant aid, unless application shall have been made to them in the first instance, on the proper form, and unless the application shall have been favourably and finally decided upon by the Board. Applicants, therefore, should not incur any expense towards the payment of which they expect the Commissioners to contribute, until the decision of the Board shall have been communicated to them.

4. The Managers of National Schools are particularly requested to attend to the following Regulations respecting the payment of Salaries or Gratuities to Teachers, as the Lords of Her Majesty's Treasury and the Commissioners for Auditing the Public Accounts will not, in future, sanction any payments which are not in compliance with these Rules:—

Every Receipt should be signed by the Manager and by the Teacher who is to receive the amount of Salary or Gratuity therein specified.

Whenever a Manager or other person advances money to a Teacher on account of the Salary payable by the Commissioners of National Education, he should take a Receipt for the same (Stamped, if the amount be £2, or upwards), in order to have a proper Voucher to produce to the Office for repayment.

If a Teacher die to whom any Salary is due by the Commissioners at the time of his or her death which, with any other property he or she may have been possessed of, would amount to £20 or above, it will be paid only to the representatives or next of kin, on the exhibition, at the Office, of Letters of Administration.

If the amount be over £5, and under £20, payment will be made without the production of Letters of Administration, to the alleged next of kin, on satisfactory proof that the just debts of the deceased have been paid, and on the party claiming payment giving a Bond, on the Form issued from the Office, to free the Commissioners from any claim on the part of other next of kin or of creditors: if the amount be £5, or under, neither Letters of Administration nor Bond will be required, provided the debts are certified to have been paid.

If a Teacher leave a National School, and authorize the Manager or some other person to receive the Salary due from the Board, such authority must be given in writing, or the amount will not be paid.

5. All communications in reference to National Schools should be signed and made by the Patron or Manager. The Commissioners do not correspond with Teachers of National Schools.

6. No attention can be paid to "anonymous" communications.

7. Correspondents are requested to attend to the following directions, viz.:— *Appendix A.*

To write at the head of any letter addressed to the Office, the Name and Roll Number of the School referred to, and the County in which it is situated. *Rules and Regulations of Commissioners.*

To make communications on different subjects in separate letters.

To state in every case the writer's Post Town; and, in the case of persons whose names are not recorded as Patrons or Managers of Schools, to give the name and style of address in full. *PART VI.*

In replying to an Official letter, to quote its number and date.

It is particularly requested that all letters may be written clearly, and on paper of foolscap size, or, at least, large-sized letter-paper.

Letters or other communications addressed to the Secretaries, on the business of the Board, need not be prepaid.

8. All letters, or other communications, in any manner relating to the business of the Board, or to the National schools, are to be addressed to the Secretaries, and not to any other Officer or person connected with the Board—such communications to be directed thus:—

The Secretaries,

Education Office,

Marlborough Street,

Dublin.

By order of the Commissioners of National Education,

JAMES KELLY,

WM. HOMAN NEWELL, } *Secretaries.*

EDUCATION OFFICE.

APPENDIX B.

ANNUAL REPORTS upon DISTRICT and MINOR MODEL SCHOOLS.

Appendix B.

Reports upon District and Minor Model Schools.

The Commissioners desire it to be distinctly understood that they do not hold themselves responsible for the opinions expressed in those Reports, nor do they feel called upon to adopt any suggestions they may contain. They reserve to themselves the right of striking out any passage which they may consider irrelevant.

No. 1.—ANNUAL REPORT upon BELFAST DISTRICT MODEL SCHOOL, for the year 1871, by J. G. FLEMING, Esq., Head Inspector. *Belfast.*

Belfast, May, 1872.

GENTLEMEN,—I beg to submit, for the information of the Commissioners, the following report on the Belfast Model School for the year 1871.

The house and premises are in a satisfactory state of repair, and the play-grounds have been kept in excellent order; but the front of the building, the Inspector's office, and the school-rooms should be repainted, as they have been very much tarnished from the effect of constant exposure to the clouds of smoke which issue from the numerous factories in the neighbourhood. Owing to this circumstance, the building—especially the outside portion of it—requires painting and cleaning

Appendix
Reports
upon
District
and Minor
Model
Schools.
De-fact.

more frequently than similar establishments more advantageously situated.

The several departments are still under the same excellent principals—Mr. Moore, Miss Cleary, and Miss Heritage. But the following changes have taken place in the staff of assistant-teachers and paid monitors:—Miss Martin has been appointed to the post of head mistress in the Newtownstewart Model School; she has been succeeded by Miss McCann, formerly assistant in the Newtownards Model School. Miss Bond, another of the assistants, also resigned, having obtained the situation of principal in the Townsend-street National School; her successor, Miss Hunter, had been assistant in Fisherwick-place National School. Nine mistresses left during the year, seven of whom now act as principals or assistants in National schools.

Mr. Boomer, first assistant in the Boys' school, resigned several months ago, but his successor has not yet been appointed. By the loss of his services the remaining teachers in the department are required to undertake a great deal of work in addition to their ordinary duties. Owing to this circumstance and the increase which has recently taken place in the attendance, their strength and energy are taxed to the utmost extent. The present teaching power is certainly inadequate to meet the demands of the very large and numerous classes now under instruction. No doubt they are partially aided by the staff of pupil-teachers connected with the school; but I take this opportunity to state that the acquirements of these young persons at the time of their appointment were, generally speaking, very limited, and they had little, if any, experience of the method of teaching and examining a class. All available means have been tried to secure the services of suitable candidates for these situations, but with comparatively slight success. Consequently, persons may and must be accepted as pupil-teachers who are confessedly deficient; and when, by close application on their own part, and unremitting attention on the part of the principal and his assistants, they have attained a fair amount of information and some skill in imparting it, their time of service in the institution expires, or they abandon the business of teaching to follow some more remunerative occupation. In this way vacancies are created, which are frequently filled up by parties as backward in knowledge and experience as their predecessors were. I have endeavoured to meet this difficulty by recommending senior monitors, who had completed the usual period of service, for the office of pupil-teacher; but my efforts in this direction have not been very successful. The whole difficulty, in short, arises from the unwillingness of young men to become teachers; and, as far as I can foresee, this dislike is, under existing arrangements, likely to continue. These remarks only apply to male teachers; excellent female teachers can be readily obtained to take charge of National schools.

The following table shows the average number on rolls, the average daily attendance, and the per-centage of attendance to number on rolls, for 1870 and 1871:—

TABLE I.

	Boys.	Girls.	Infants.	Total.
1870. { Average number on rolls, . . .	568.5	436.	232.	1,236.5
" daily attendance, . . .	445.2	325.	269.	1,039.2
" Per-centage,	82.5	76.2	82.9	80.6
1871. { Average number on rolls, . . .	645.	443.	271.	1,359.
" daily attendance, . . .	510.	329.	318.	1,157.
" Per-centage,	79.1	74.	88.	77.7

Owing to the increase in the attendance, additional desks are much wanted; the necessary requisition for them has been forwarded to the

Clerk of the Board of Works, and I trust they will be immediately supplied. I notice a corresponding increase in the amount of school-fees received, and in the amount paid by the pupils for books and stationery—facts which speak favourably for the efficiency of the school, and the course of instruction imparted to those who attend its several departments. The attendance, however, has not been as regular as it was during the preceding year, 1870. This arose from the prevalence of small-pox which raged in the very neighbourhood of the school; many of the children suffered from attacks of this disease. Bearing in mind its malignant and infectious character, I was surprised that the attendance did not fall away to a far greater extent.

The children on the rolls are classed as follows:—

TABLE II.

Subjects.	Boys.	Girls.	Total.	Subjects.	Boys.	Girls.	Total.
Lesson Books:				Arithmetic—continued.			
Book I.,	271	111	382	Proportion,	74	110	184
" II.,	391	196	587	Practice, Interest, &c., . .	132	66	198
" III.,	53	88	141	Mental,	675	434	1109
" IV.,	59	24	83	Writing:			
" V.,	—	—	—	On Slates only,	—	—	226
Totals,	675	434	1109	" Paper,	675	434	1109
Grammar:				From Dictation,	675	434	1109
Parts of Speech only, . . .	419	211	630	Branches for Females:			
Parsing and Syntax, . . .	246	223	469	Sewing,	—	431	431
Derivations,	256	223	479	Knitting,	—	434	434
Composition,	256	123	379	Cutting out,	—	132	132
Geography:				Extra Branches:			
Lessons on Maps only, . .	99	62	161	British Poets,	235	122	357
From Text-books:				Miscellaneous,	103	—	103
Local,	473	250	723	Geometry,	163	—	163
Mathematical and Physical, .	163	122	285	Algebra,	163	—	163
Arithmetic:				Book-keeping,	163	—	163
Tables only,	—	—	124	Reasoning,	59	—	59
Simple Rules,	271	111	382	Music,	675	434	1109
Compound do.,	141	144	285	Drawing,	675	434	1109
				Physical and Mathematical science,	163	—	163

From these figures it appears that fully 63 per cent., or considerably more than one-half of the total number on rolls in the boys' and girls' school, belonged to third or higher classes. In a good ordinary National school, under efficient trained teachers, I seldom find more than 40 per cent. of the pupils on rolls in the corresponding classes. Moreover, I am in a position to state that the promotions in this model school are well considered, and only made when it has been ascertained that the pupil is, in every respect, fully qualified for removal to a higher class. Speaking generally, I find that their proficiency in the several branches of their course of study is fully up to, and often in advance of, the requirements of the programme. This, indeed, may be gathered from the foregoing return, which has been carefully compiled from the school accounts, which have been kept with the utmost exactness. For instance, 60 per cent. of the pupils in third and higher classes are learning proportion or more advanced rules. All write on paper and from dictation; while the number getting instruction in local or mathematical and physical geography is very large.

An accurate estimate can be formed of the amount and character of

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the general proficiency attained by the different classes, by giving the number of pupils examined, the per-centage of their answering, and numerous specimens of the questions by which some of the divisions were tested. I now furnish this information.

TABLE showing the RESULTS of ANSWERING in all SUBJECTS.

				Males.	Females.
Number of pupils who answered above 90 per cent.,				57	17
" " " from 85 to 90 per cent.,				47	54
" " " " 80 to 85 " "				56	66
" " " " 75 to 80 " "				65	61
" " " " 70 to 75 " "				51	29
" " " " 65 to 70 " "				47	29
" " " " 60 to 65 " "				49	21
" " " " 55 to 60 " "				31	23
" " " " 50 to 55 " "				29	15
" " " " under 50 per cent.,				24	27
Total,				472	337

QUESTIONS proposed to FIFTH CLASS (highest) BOYS.

GRAMMAR.

1. "Sweet hour / that bids the labourer cease,
That gives the weary *traveller* release,
And leads them *hence*, and crowns them *there*
With rest and shelter, food and care."

Parse the words in italics.

2. For what other tenses is the present tense sometimes used? Give examples.
3. When an article precedes a participial noun the proposition *of* should follow. Why?
4. "Who did you hear it from?" "Whom do you think it is?" Correct any errors you observe, and give your reasons.
5. Give the etymology of calligraphy, metonymy, planet, strange, and square.
6. Refer the following words to Rules for Spelling applicable to each respectively, and explain as far as you can:—style, dissuade, galloping.

GEOGRAPHY.

1. Describe the course of the Rhine, and name the principal towns built on it.
2. In what counties are Stockport, Stockton, Penrith, and Swansea?
3. What counties are separated by the Frith of Forth?
4. Name the towns you would pass in ascending the Shannon.
5. The longitude of Galway is $9^{\circ} 5' W$. What is the difference in time between it and Greenwich?

ARITHMETIC.

1. If 5 cwt. 1 qr. 6 lbs. cost £2 9s. 6d., what is the price of 13 stones $4\frac{1}{2}$ lbs.?
2. What sum of money will be earned by 18 women in 30 days, if 15 men in 12 days earn £24, the wages of 2 men being equal to that of 3 women?
3. At what rate per cent. will £302 10s. amount to £438 12s. 6d. in $5\frac{1}{2}$ years?
4. Reduce 12 cwt. 1 qr. 7 lbs. to the decimal of a ton.
5. Reduce $\frac{1800}{1000}$ to a vulgar fraction in its lowest terms.
6. Extract the cube root of .000017.

GEOMETRY AND MEASUREMENT.

1. From the extremity of a path 24 feet wide, a ladder reaches 1 foot 7 inches over the top of a house 45 feet high on the other side of the path; find the length of the ladder.
2. The gutters of a roof are 72 feet 10 inches long, and 18 inches wide; calculate the weight of lead required to cover them, at $8\frac{1}{2}$ lbs. per square foot.
3. Calculate the expense of gilding a hemispherical dome 18 feet in diameter, at 1s. 8d. a square foot.
4. Prove that any two sides of a triangle are greater than the third side without producing the side.
5. If equal triangles not coinciding stand on the same base and on the same side of it, the straight line joining their vertices is parallel to the base.

ALGEBRA.

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Belmont.

1. Simplify $3a - (2bx + 4y - d + 4)$.
2. Multiply $-(3xy + 5xz + b)$ by $-4xyz$.
3. Divide $(a^2 - x^2)(6ax + b) + 6a^2$ by $3ax^2$.
4. Given $\frac{x+3}{2} + 1 + \frac{x}{3} - \frac{3x-1}{2a} = 0$, find the value of x .
5. $\frac{x-2}{\sqrt{x}} = \frac{2\sqrt{x}}{3}$ find the value of x .
6. $\frac{x}{3} + \frac{y}{5} = 8$
 $\frac{x}{3} - \frac{y}{5} = -1$ find the value of x and y .
7. $4x - \frac{36-12}{x} = 46$ find the value of x .

FIFTH (highest) CLASS GIRLS.

GRAMMAR.

1. The original form of the word *see*; its meaning, and the past tense?
2. State the same regarding the word *shall*.
3. What is the distinction between the uses of *shall* and *will*?
4. The distinction between *among* and *between*?
5. In what two cases do neuter verbs take an objective case after them?
6. Give the old Anglo-Saxon plural, and three modern words in which it is retained.

ETYMOLOGY.

1. Give the derivation of the word "Idioglyphica."
2. The Saxon, Greek, and Latin meanings of the prefix *a*; and give an example of each.
3. Two derivatives from *pheni*?
4. The etymology of *quagmire*?
5. The etymology of *farthing*?
6. The etymology and meaning of *grotesque*?
7. Spell and give the meaning of *reconnoitre*.
8. " " *anonymus*.
9. " " *widgren*.
10. " " *disconogue*.
11. " " *chalybeate*.
12. Three derivatives from *saffo*?

ARITHMETIC.

1. $7 : 2\frac{1}{2} :: 1 : ?$.
2. Required the interest of £342 11s. 8d. for 86 days, at $\frac{1}{2}$ per cent.
3. 79 $\frac{1}{2}$ yards at £1 2s. 11d. per yard.
4. 7,538 $\frac{1}{2}$ articles at 2s. 6d. each.
5. At what rate will 20s. become 21s. in 5 years?
6. If 50 men can do a piece of work in 100 days, working 8 hours per day, in what time will 120 men do it, working 6 hours per day?
7. Find the sum of $\frac{1}{2}$ of 1s. and $\frac{1}{3}$ of £1.
8. If $\frac{1}{3}$ lb. cost $\frac{1}{4}$ s., what cost $2\frac{1}{2}$ cwt.?

GEOGRAPHY.

1. Write the shape of the earth in two words.
2. How was it found that the diameter of the earth was 7,912 miles?
3. Explain what is meant by the circle of Illumination, and tell why it always bisects the equator.
4. Name the shores you would pass in a coasting voyage from London to Bristol.
5. Describe a ship's course from the Spice Islands to London, naming the capes and seas you would pass.
6. Name the two lakes which are connected by the St. Lawrence.
7. What is the cause of the earth's annual motion?
8. At what time of the year is the earth nearest the sun?

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I have to remark that 50 per cent. of answering is considered sufficient to qualify a teacher for promotion from one class to another, provided he fails in no essential branch. But the answering of the pupils in the several departments of this school was so high, that no premiums were awarded to those who got less than 60 per cent. of marks. This fact speaks for itself, and requires no comment from me.

I wish to call special attention to the satisfactory state of the infants' department, which continues to sustain its character as a useful preparatory school. The formal examination of the infants was restricted to reading, spelling, and elementary arithmetic, in which a fair proportion of them had made satisfactory progress. At the public examination, the quickness and intelligence of their replies, and the sweetness and precision with which they rendered some appropriate songs, indicated a considerable amount of judgment and industry on the part of their excellent teacher, Miss Heritage.

The annual public examination took place in the boys' school on the 20th December. The attendance of the parents and relatives of the children and others interested in the progress of education was not so large as on previous occasions. I believe the prevalence of small-pox and the coldness and severity of the weather prevented many warm friends of the institution from witnessing the day's proceedings. The examination commenced at eleven o'clock, and was conducted in the following order:—Girls, middle division:—(Grammar (text-book), physical geography (mountains, plains, and rivers)—Miss Coates and Miss Sedley. Boys:—Geography (British colonies), outlines of history, natural history (birds), arithmetic (theory of proportion)—Mr. Moore, Mr. Greer, and Mr. McGrath. Infants:—Reading, arithmetic, animals (their localities and uses)—Miss Conboy and Miss Heritage. Girls, senior:—Reading, arithmetic, dictation, natural history—Miss Cleary, Miss Mary Moore, and Miss Shaw. Boys:—Lesson books (Industrial Resources of Ireland, British Constitution), arithmetic, geometry, chemistry—Mr. Moore, Mr. Wren, and Mr. Greer. Some of the visitors tested the advanced classes in arithmetic, parsing, and writing from dictation, and with the most satisfactory results. Needlework has also been taught, with great success, under the supervision of Miss Cleary. I noticed, with pleasure, that considerable attention had been given to plain work, and that some of the most advanced girls had prepared and completed a good deal of useful wearing apparel.

I remain, gentlemen, your obedient servant,

J. G. FLEMING, Head Inspector.

The Secretaries.

Belfast. No. 2.—ANNUAL REPORT on the BALLYMENA DISTRICT MODEL SCHOOL, for the year 1871, by J. G. FLEMING, Esq., Head Inspector.

Belfast, May, 1872.

GENTLEMEN,—I beg to submit for the information of the Commissioners the following Report on the Ballymena Model School for 1871.

The house and premises have been kept in excellent order and present an appearance highly creditable to Mr. McGiven, the resident teacher. He has also displayed great taste and skill in his selection and cultivation of the shrubs, plants, and choice flowers which ornament the school

grounds and render them so attractive to visitors. I have to add that the dormitories, kitchen, and pupil-teachers' dining-room, leave nothing to be desired in point of neatness, cleanliness, and adequate means of ventilation.

But in the boys' school-room the ventilation is still imperfect, owing to the clumsy shape and faulty construction of the windows, which are overshadowed by the heavy mullions and the excessive framework of the window-sash. I referred to these defects in my last report on this school, and as they have not yet been remedied I again beg to suggest that windows consisting of two sashes on pulleys be provided as soon as possible. The boundary wall at the rear of the playground has been raised several feet by order of the Board of Works. The increase in the height of this wall was much needed as a protection from trespassers, because the adjoining fields which overlook the girls' school have been thrown open to the public and now form a people's park.

The conduct of the pupil-teachers during their stay in the institution was in all respects satisfactory, while their strict attention to the business of the school and the proficiency made by them in their own studies merit favourable notice from me. For instance, two of them at the examination held last year, answered 82 and 71 per cent. of the questions proposed to them, although they took the questions in geometry and algebra set for teachers in second class; moreover, one of them got full marks in spelling, arithmetic, and algebra, and the other full marks in arithmetic. These lads had served four years as senior monitors in ordinary National schools, and their remarkable proficiency is no doubt owing to the sound preparatory education they had received before they entered the Ballymena Model School. The answering of two other pupil-teachers was respectively 69 and 61 per cent. Two monitors who had completed their term of service, were examined with third class teachers and obtained 69 and 54 per cent. of marks. The remaining monitors, male and female, were examined with the senior paid monitors of the district; their answering ranged from 80 to 64 per cent.

The annexed table shows the character of the attendance for 1870, 1871:—

	Boys.	Girls.	Infants.	Total.
Average number on rolls during 1871,	130.2	110.6	59.6	299.6
1870,	121.4	87.2	54.3	262.9
Average attendance during 1871,	105	94.1	45	244.1
1870,	100.4	72.6	41	214
Percentage of average attendance to average on rolls, 1871,	80.6	75.1	75.7	78.2
" " " " 1870,	77.1	69.2	75.3	73.8

These figures show an increase in the attendance as compared with that for 1870. But on the other hand the character of the attendance has not been so good. The steady, gradual increase in the attendance, notwithstanding the large number of schools in operation in Ballymena and immediate neighbourhood speaks highly for the skill and efficiency of the principals and their assistants. It is in place to mention that owing to open competition for situations in the Civil Service, and the readiness with which remunerative employment can be secured in other walks of life, it is nearly impossible to get suitable candidates to accept the post of pupil-teacher. Hence additional work of a trying nature must often be taken up by the permanent staff of teachers in the male and female departments of this institution. I have to add that one pupil-teacher and two monitors resigned during the past year and went to business.

Appendix B. Table showing the rates of payment, and the amount of fees received and school requisites sold during 1870, 1871 :—

Reports upon District and Minor Model Schools.	Ballymore.	FEES.			
		Number on the rolls on 31st December, 1871 :—			
		At 5s. per quarter,	Boys.	Girls.	Infants.
		2s. 6d.			
		1s. 6d. 1s. 1d.			
			55	45	9
			41	33	34
			19	20	18
		Total.	115	104	61
					230

Total amount in 1871 and 1870 of fees received and school requisites sold :—

	Boys.	Girls.	Infants.	Total.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
School-fees received during 1871.	38 10 11	66 12 8	25 8 4	129 11 11
1870.	77 16 3	53 4 11	21 14 7	153 15 9
School Requisites sold during 1871.	26 14 4	12 19 1½	1 9 4½	41 2 10
" " 1870.	22 1 4	12 1 6	1 7 10	35 10 8
Increase in Fees received in 1871.				25 13 2
" amount of School Requisites sold.				5 12 2

Literary classification of the pupils specially examined by me and Mr. Wilson, district inspector.

The children examined were classed as follows :—

Subjects.	Boys.	Girls.	Infants.	Subjects.	Boys.	Girls.	Infants.
Lesson Books :				Arithmetic—continued.			
Book I.,	—	—	44	Practice, Interest, &c., .	58	13	—
" II.,	13	19	11	Mental,	105	88	—
" III.,	32	41	—	Writing :			
" IV.,	29	22	—	On Slates only,	—	—	48
" V.,	29	6	—	" Paper,	105	88	17
Totals,	105	88	55	From Dictation,	50	79	—
Grammar :				Branches for Females :			
Parts of Speech only, .	31	39	11	Sewing,	—	79	—
Parsing and Syntax, .	74	49	—	Knitting,	—	79	—
Derivations,	58	26	—	Netting,	—	18	—
Composition,	58	28	—	Embroidery,	—	6	—
Geography :				Cutting out,	—	14	—
Lessons on Maps only, .	—	—	55	Extra Branches :			
From Text-books :				British Poets,	58	26	—
Local,	47	60	—	Mensuration,	58	—	—
Mathematical and Physical,	58	28	—	Geometry,	29	—	—
Arithmetic :				Algebra,	29	—	—
Tables only,	—	—	44	Book-keeping,	29	—	—
Simple Rules,	15	19	11	Music,	70	68	—
Compound Rules, . . .	16	41	—	Drawing,	105	88	—
Proportion,	16	15	—	Physical and Applied Science,	58	—	—

Preliminary Examination.—Two hundred and forty-eight pupils were examined, and the character of their answering and general proficiency may be fully gathered from the subjoined table of proficiency. I shall merely observe that the results now specified are not as satisfactory as those returned for 1870. This I ascribe to the increase in the attendance and the inadequacy of the teaching staff. When estimating results in the girls' school, needlework was included, and every girl who failed to pre-

sent suitable specimens, *bona fide* the work of her own hands, lost 100 marks. But failures under this head were very few indeed, and the numerous specimens of plain and ornamental work exhibited by the several classes gained the hearty approval of the ladies by whom they were examined.

The result of this preliminary examination was, on the whole, very creditable. In every class the progress of the pupils was most apparent, and such as to lead to the conclusion that the teachers had faithfully discharged their duties towards them.

PROFICIENCY OF THOSE EXAMINED.

Number of Pupils examined in—	Males.	Females.	Infants.	Total.
Reading Lessons,	105	88	55	248
Grammar,	105	88	11	204
Geography,	105	88	11	204
Arithmetic,	105	88	11	204
Writing on paper,	105	88	7	200
Writing from Dictation,	99	79	—	169
Needlework,	—	79	—	79

Of the Pupils examined there were—	Males.	Fems.	Infants.	Total.
Able to read I. Book correctly,	4	2	28	29
" II. Book correctly,	11	18	7	36
" III. or higher books with ease and intelligence,	90	68	—	158
Acquainted with the parts of speech only,	45	50	—	95
Able to parse syntactically,	49	27	—	76
Acquainted with the outlines and general features of the Map of the World only,	12	10	4	26
Acquainted with Maps of Europe and Ireland,	52	62	—	114
with general course of geography,	33	9	—	44
Able to set down accurately a sum of seven places of figures,	89	77	—	166
" work correctly a sum in Subtraction,	97	62	1	160
" Division of Money,	96	49	—	135
" Proportion or Practice,	55	24	—	79
Able to write on paper fairly,	37	43	—	80
" a good hand with ease and freedom,	57	36	—	93
" a sentence with tolerable accuracy,	24	28	—	52
" with ease and correctness,	38	41	—	79
Able to sew neatly,	—	67	—	67
" knit a stocking,	—	77	—	77
Proficient in cutting-out,	—	15	—	15

AGES OF THE PUPILS EXAMINED.

	Males.	Females.	Infants.	Totals.
Average age,	11-6	11-7	5-3	—
3 and under 4,	—	—	4	33
4 " 5,	—	—	5	
5 " 6,	—	—	11	
6 " 7,	—	—	13	
7 " 8,	—	—	11	25
8 " 9,	3	6	5	
9 " 10,	15	13	1	
10 " 11,	22	7	—	58
11 " 12,	17	15	—	
12 " 13,	11	19	—	
13 " 14,	12	10	—	
14 " 15,	14	10	—	127
Above 15 years,	11	8	—	

The public examination of the pupils was held in the boys' school-room, on Tuesday, the 6th July. There was a very numerous attendance of the respectable residents of the town and neighbourhood, consisting of the leading clergymen, many of the parents of the pupils, some National teachers of the district, and others interested in the progress of education.

Appendix B. The walls of the school-room and of the corridor leading to it were tastefully decorated with well executed drawings by the pupils, under the superintendence of Mr. Doran, Drawing Master. These specimens reflected great credit on both teacher and pupils, and clearly show the taste and ability which he possesses as teacher of drawing.

Reports upon District and Minor Model Schools. As usual the infants formed a source of great attraction to the visitors. The manner in which several of them read and recited suitable pieces won general applause. The harmonious blending of their sweet voices during the singing, their merry little faces, neat appearance, and intelligent answering during their examination by their efficient teachers, Mr. O'Kane and Mrs. Sproule, were the subject of general and highly favourable comment.

The examination of the classes in purely literary subjects, was diversified by a very agreeable selection of songs rendered with sweetness and precision by the pupils of the senior division, under their accomplished teacher, Mr. E. Cooney: "Glorious is Thy name," "See our lark sends o'er the main," "Watch by the Rhine," and many other pieces were executed with wonderful accuracy and taste.

In conclusion I beg to state that the answering in all the departments of this Model School was excellent and spoke well for the diligence of the pupils and the labours of the teachers.

I remain, gentlemen, your obedient servant,

J. G. FLEMING, Head Inspector.

The Secretaries.

Newtownards. No. 3.—ANNUAL REPORT for the year 1871, upon the NEWTOWNARDS MODEL SCHOOL, by J. G. FLEMING, Esq., Head Inspector.

Belfast, June, 1871.

GENTLEMEN,—I beg to submit for the information of the Commissioners the following report on the Newtownards Model School for the year 1871.

The house and premises have been kept in excellent order, while the neat, tasteful appearance of the shrubbery and grounds, fully justify the favourable remarks I made in reference to them in my last report. The internal cleanliness, tidiness, and order everywhere visible in the building, play-grounds, and offices, are in the highest degree creditable to Mr. Harbison, the head master. An office, suitably furnished, has been provided for the use of the District Inspector. This was much wanted, as the small room hitherto set apart for this purpose, was of very little service.

No change has taken place in the staff of principal teachers. Mr. O'Reilly, assistant in the boys' school, died in the early part of the year; he has been succeeded by Mr. Shannon, formerly assistant in Ballymena Model School. Miss M'Cann, assistant in the girls' school, has been transferred to the Belfast Model School; she has been succeeded by Miss Hevey; but the vacancy caused by the resignation of Miss Ferguson, also an assistant in the girls' school, has not yet been filled up. The annexed summary shows at a glance the destination of pupil-teachers and monitors who left in 1871.

Popul-Teachers and Monitors who left in 1871, with the destination of each.

MALES.

Popul-Teachers.	Destination.
1. Robert Hughes, . . .	Appointed Assistant, Wesleyan College, Belfast.
2. Joseph Gilmore, . . .	Appointed Principal, Drumrough National School.
3. James Connolly, . . .	Gone to training.
4. John Charles Shanon, . . .	Appointed Assistant, Sullivan's N. S., Holywood.
5. Samuel Wright, . . .	Appointed Principal, Crossmaccreevy National School.
6. Robert Emison, . . .	Appointed Principal, Ballymacashua National School.

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ants.

FEMALES.

1. Mary O'Toole, . . .	Time expired—at home.
2. Lillie Morrison, . . .	Got married.

MONITORS.

1. Samuel Johnson, . . .	Appointed pupil-teacher.
2. Agnes E. Baird, . . .	Left on account of illness.
3. Mary McKee, . . .	Appointed Assistant, East-street National School.

During the nine years that have expired since the opening of this school, it has supplied to the public service forty-two male and twenty-two female teachers, many of whom hold important situations.

The character of the attendance, the sums received as school fees, and for sale of books and stationery, are shown in the following table:—

1870.				
	Boys.	Girls.	Infants.	Total.
Average number on rolls, . . .	150	106	90.6	346.6
" " in attendance, . . .	127	86.1	75.7	288.8
1871.				
	Boys.	Girls.	Infants.	Total.
Average number on rolls, . . .	152.6	113	89.6	355.4
" " in attendance, . . .	131.6	91.3	74.3	297.2
	Boys.		Girls.	
	£	s. d.	£	s. d.
Fees received for 1870, . . .	68	14 9	45	11 8
Fees received for 1871, . . .	76	0 7	54	13 0
Requisites sold during 1870, . . .	26	7 5½	12	0 6
Requisites sold during 1871, . . .	28	1 4½	12	14 5
	Infants.		Total.	
	£	s. d.	£	s. d.
Fees received for 1870, . . .	31	19 7	108	6 0
Fees received for 1871, . . .	33	3 6	163	17 0
Requisites sold during 1870, . . .	2	10 5½	40	13 7
Requisites sold during 1871, . . .	4	17 11	45	13 0½

It is satisfactory to find the amounts paid under these two heads are considerably higher than those received during the preceding year 1870.

From the accompanying return, it appears that very nearly 65 per cent. of the total number on rolls in both schools (boys and girls) read in Third or higher class books. Their classification in other subjects is proportionately high, and their actual proficiency may be estimated from the following summary. This shows that exactly three-fourths of the boys, and nearly one-half of the girls answered above 60 per cent. of the questions proposed to them by Mr. Gordon (District Inspector) and myself during the searching preliminary examination which we held in November last. Bearing in mind the comparatively high standard by which we tested the attainments of these pupils, these facts bear strong testimony to the industry and skill of the principals and their assistants. In fact the questions set to the senior divisions were quite as difficult as those proposed to teachers seeking promotion to third class. The reading in the boys' school, as far as I can form an opinion, has improved, and Mr. Gordon also speaks favourably of the reading of the classes which he examined. Most of the girls read with ease and exactness; speaking generally they excel boys in this branch, as they are gifted with a more pleasing and accurate enunciation. This remark does not, however, apply to a con-

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siderable portion of the Third class in the girls' school. Their reading was inferior, and their pronunciation so careless and indistinct, that it was hard to catch the meaning of what they read. They also failed in writing from dictation, arithmetic, and local geography. I have called the attention of the head mistress to these defects, and I trust they will be remedied before the next general examination of the school takes place.

The children on the roll at the end of the year were classed as follows:—

Subjects.	Boys.	Girls.	In- fants.	Subjects.	Boys.	Girls.	In- fants.
Lesson Books:				Writing:			
Book I.,	8	—	60	On slates only, . . .	—	—	69
" II.,	33	36	18	" paper,	162	111	18
" III.,	31	42	—	Free dictation, . . .	154	111	18
" IV.,	36	23	—				
" V.,	11	10	—				
Totals,	162	111	78	Branches for females:			
Grammar:				Sewing,	—	111	—
Parts of speech only, . .	54	57	18	Knitting,	—	111	—
Parsing and Syntax, . .	74	54	—	Netting,	—	75	—
Derivations,	47	33	—	Embroidery,	—	33	—
Composition,	47	33	—	Cutting out,	—	33	—
Geography:							
Lessons on Maps only, . .	81	36	60	Extra branches:			
From Text-books:				British Poets,	—	33	—
Local,	54	42	18	Mensuration,	22	—	—
Mathematical and Phys- ical,	47	33	—	Geometry,	22	—	—
Arithmetic:				Algebra,	22	—	—
Tables only,	8	—	60	Book-keeping,	22	—	—
Simple rules,	33	36	10	Music,	50	111	78
Compound do.,	27	18	—	Drawing,	101	33	78
Proportion,	27	23	—	Physical and Applied Sciences,	47	—	—
Practice, Interest, &c., .	47	33	—				
Mental,	101	75	—				

Number of pupils examined,	Boys.	Girls.
Number who answered over 50 per cent.,	120	59
" " 80 "	2	—
" " 70 "	14	3
" " 60 "	42	18
" " 50 "	32	25
" " less than 50 "	20	24
" " less than 50 "	10	29
Total,	120	99

The attention paid to needlework merits *special commendation*. The number and variety of the specimens which I saw (*bond fide* the handiwork of girls belonging to the school) afforded substantial proof of the success which has resulted from the efforts of the principal, Miss Lester, to improve her pupils in this most useful branch of their education. I have to add that I have seldom witnessed a better assortment of plain work than that exhibited on the day of the public examination.

Drawing.—From the number, style, and finish of the drawings completed by the pupils during the year, it is evident that this subject has been taught with remarkable success by Mr. Grear, who continues to have charge of the drawing classes. Many of his pupils have a fair knowledge of the laws of light and shade, and draw correctly from models.

Those in his most advanced class copy with rare skill ornament, landscape, and figures; their drawings in water-colours were very chaste in style, and singularly accurate in outline.

There are, strictly speaking, two divisions in the infants' school, one which embraces the children who can read and spell words of one syllable, and work short easy sums in simple addition. The other consists of mere infants, whose tender age disqualifies them for continuous mental application. The play-ground and the lecture gallery are the channels through which the teacher, Miss Bradford, insensibly moulds the faculties and forms the temper of these little ones. The respect for truth, the ready obedience to command, and the habits of order and neatness which they acquire in this school, cannot fail to exercise lasting and beneficial influence on their future career. When promoted to the higher schools I shall be greatly disappointed if their progress be not rapid and satisfactory.

The public examination was held on the 8th November, in the boys' school, which was crowded throughout the day with a numerous and respectable audience. At eleven o'clock precisely the boys of the junior division appeared in the gallery. They were examined by Mr Shannon in reading and the map of the World. Several young lads recited short pieces of poetry with a degree of accuracy and distinctness of articulation which elicited general approbation. I may add, their knowledge of the map of the World was extensive and correct. The junior girls were next examined by Miss Kennedy, one of the assistants, who put them a series of questions on the subject she had selected, "*The Products of the Torrid Zone*"; their answering was prompt and intelligent. The middle division was examined by Mr. Bown, one of the assistants; these boys manifested a thorough knowledge of the geography of Europe and Ireland, and they worked sums in compound rules and simple proportion with accuracy and despatch. After this, the infants were marched to the platform; they were examined by Miss Bradford in the map of Europe, and by Miss Dowling, one of the assistants, in reading and explanation. The visitors always take a deep interest in this part of the examination, which was, I may add, loudly applauded. These little children also sang some short, pretty airs very correctly, and went through their exercises with wonderful ease and grace.

The examination of the senior division of boys was conducted by Mr. Harbison. Writing from Dictation, Arithmetic, and the classification of animals, were the subjects he selected. A gentleman in the audience chose a passage from a book with which the pupils were not acquainted; they wrote it down on their slates (word for word as it was read out for them) with almost complete accuracy. Then another gentleman selected some hard sums in arithmetic, which were correctly worked in a very short time. These boys were next examined in mental arithmetic, and although they had not made any special preparation, their answers to the questions proposed to them were rapid and correct. Mr. Greer's subject was "*Physiology in its Relation to Health*". The public, on account of the marked success of the pupils at the examinations connected with the Department of Science and Art, expected high proficiency in this subject, and so it proved to be.

The girls in the highest division were examined by the head mistress, Miss Lester, in "Reading and the History of English." A very interesting series of questions on this subject elicited ready and intelligent replies from the class, the members of which read the following pieces: "*True Beauty*"; one of Spencer's sonnets. An extract from "*The Merchant of Venice*". Extracts from "*Paradise Lost*". Selections from

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Appendix B. *Goldsmith and Moore.* Their reading was deservedly applauded by the audience.

At the conclusion of the examination, the certificates were handed to the successful pupils. Those whose answering fell short of 60 per cent. of the total number of questions proposed got no premium.

I am, gentlemen, your obedient servant,

J. G. FLEMING, Head Inspector.

The Secretaries.

Currickfergus. NO. 4.—ANNUAL REPORT ON CURRICKFERGUS MINOR MODEL SCHOOL, for the year 1871, by J. G. FLEMING, Esq., Head Inspector.

Belfast, May, 1872.

GENTLEMEN,—I beg to submit, for the information of the Commissioners, my report on the Currickfergus Minor Model School for the year 1871.

The school buildings and offices are in excellent repair, and the neatness and cleanliness with which the premises and school-rooms have been kept reflect credit on the teachers of the several departments of this institution. The plot of ground in front of the school-room has been planted with evergreens and flowering shrubs, an arrangement which has very much improved the appearance of the principal approach to the building. I take this opportunity to state that the residence of the head master requires to be enlarged, as it does not afford adequate accommodation for himself and the members of his family.

Since the date of my last report no change has taken place in the staff of head teachers. Miss Moore, assistant in the infants' department, was removed in July last to the Belfast Model School. This vacancy was immediately filled by the appointment of Miss M'Dougall from the Monaghan Model School. In the female department Miss Stuart, assistant, was obliged, from ill-health, to resign; she has been succeeded by Miss Wesson, for some time assistant in the Kilkenny Model School. The few slight changes that have taken place in the staff of monitors do not call for any special remark.

The following tables give the average number of pupils on rolls, and average number present during the past and preceding year, with the amounts received as school fees and for requisites sold to pupils.

I.

	Boys.	Girls.	Infants.	Total.
Average on rolls, .	102.6	60.6	76.2	249.6
Average attendance, .	85.6	55.4	61.7	202.6
1870—				
School-fees, .	£ s. d. 63 15 3	£ s. d. 37 18 1	£ s. d. 38 16 6	£ s. d. 140 11 10
Requisites sold, .	£ s. d. 13 8 3	£ s. d. 9 8 10½	£ s. d. 1 9 11¼	£ s. d. 24 7 1

II.

	Boys.	Girls.	Infants.	Total.
Average on rolls, .	103.6	79.0	95.1	282.6
Average attendance, .	87.6	63.0	85.8	234.1
1871—				
School-fees .	£ s. d. 57 13 10	£ s. d. 42 9 1	£ s. d. 54 4 10	£ s. d. 154 7 9

Preliminary Examination.—As on previous occasions, the children of the several classes were carefully examined in all the branches specified in the school programme. The general answering at this examination, which extended over several days, was pretty good. In the boys' department the classes acquitted themselves very well, except in geography, in which some of the junior pupils failed. On the other hand, it is but fair to state that in other branches, especially in grammar and arithmetic, the attainments of the pupils were in advance of the requirements of the programme. But in the girls' school the results of the examination were not so satisfactory. The highest classes, indeed, have made fair progress in the more important school branches. The pupils of the lower drafts, however, comprising a considerable proportion of the attendance, are not in a forward state. As regards those pupils, I am reluctantly obliged to report that there is no evidence of anything like sustained work on the part of the teacher. I have to add that the number of promotions during the year has been comparatively small, in fact not more than 40 per cent. of the average attendance. From this it appears that it requires about two years and a half to advance a pupil from one class to another: the promotions are more numerous in many ordinary National schools in charge of second and even third class teachers. All defects noticed in the school have been pointed out to the head mistress, and I trust she will earnestly endeavour to remove them and improve the classes to whose shortcomings I have deemed it necessary to refer.

The infant school continues to be efficiently conducted: it has more than maintained its ground, as appears from the gradual increase in the attendance, amounting to 36 per cent. above that for the preceding year. The school is well organized, the children are carefully trained, and the progress in the elementary subjects, suitable for very young children, is in all respects satisfactory.

The children on the rolls are classed as follows:—

Subjects.	Boys.	Girls.	Infants.	Subjects.	Boys.	Girls.	Infants.
Lesson Books:				Arithmetic—continued,			
Book I.,	—	3	50	Proportion,	19	15	—
" II.,	49	54	27	Practice, Interest, &c., . .	31	14	—
" III.,	41	15	—	Mental,	124	83	—
" IV.,	22	8	—	Writing:			
" V.,	9	6	—	On Slates only,	—	—	76
Totals,	124	83	117	" Paper,	124	83	41
				From Dictation,	124	83	—
Grammar:				Branches for Females:			
Scripture Lessons,	124	83	—	Needle,	—	83	12
Sacred Poetry,	124	83	—	Knitting,	—	83	12
Poets of Speech only,	82	54	27	Netting,	—	8	—
Parsing and Syntax,	72	29	—	Cutting out,	—	4	—
Derivations,	72	29	—				
Composition,	31	29	—	Extra Branches:			
Geography:				British Facts,	31	29	—
Lessons on Maps only,	52	36	117	Mensuration,	31	—	—
From Text-books:				Geometry,	31	—	—
Local,	41	18	—	Algebra,	31	—	—
Mathematical and Physical,	31	29	—	Book-keeping,	31	—	—
Arithmetic:				Trigonometry,	31	—	—
Tables only,	—	—	90	Navigation,	31	—	—
Simple Rules,	52	28	27	Misc.,	124	83	117
Compound Rules,	22	18	—	Drawing,	124	83	117
				Physical and Applied Science,	31	—	—

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Navigation Class.—During the twelve months ended 31st December, 1871, there were forty-three distinct pupils on the rolls; twelve of them went to sea, of whom four passed the Board of Trade examination for only mate, one for first mate, and one for master. The remaining pupils receiving instruction in navigation are boys who wish to prepare for a seafaring life.

The annual public examination of the pupils took place on the 28th June, in the presence of a large and respectable audience. It was held in the infants' school-room, which was suitably prepared for the accommodation of the visitors. As usual, the exercise books and specimens of plain and ornamental penmanship were carefully mounted and suspended round the walls. They exhibited great care on the part of the pupils by whom they had been written, and proved that penmanship had received all the attention which its importance as a branch of instruction demands.

Specimens of the girls' work were arranged on tables in the female school, and were carefully examined during the day by a great number of ladies. The specimens embraced Berlin wool work, plain sewing, netting, and embroidery. Those most competent to judge pronounced them excellent. The hemming and knitting executed by some of the infants deserve honourable mention.

The junior division of the girls was first examined, and after them followed the junior division of boys. The subjects selected to test their knowledge were reading, spelling, and grammar. After them came the infants: their examination was one of the most interesting features of the day's proceedings. After they had been tested by a series of questions on subjects suitable for children of their tender age, they went through a number of manual exercises. Their singing was greatly admired, and gave promise of future excellence in this branch of education. The answering of the senior division in arithmetic, and their proficiency in reading and writing from dictation, gave general satisfaction. The examination of these pupils was chiefly conducted by gentlemen not in the Board's service, for the exercises in parsing, writing from dictation, and arithmetic were selected, at my request, by some of the visitors. The condition of this division bears impressive testimony to the ability and success of Mr. Stevenson, the head master. The examination of the senior division of girls by the head mistress, Miss Stephens, in reading, biography, arithmetic, and writing from dictation was minute and searching. Their reading was true, fluent, and intelligent, their spelling correct, and their knowledge of *practical* arithmetic sound and extensive.

I remain, gentlemen, your obedient servant,

J. G. FLEMING, Head Inspector.

The Secretaries.

Lurgan. No. 5.—ANNUAL REPORT upon the LURGAN MODEL SCHOOL, for the year 1871, by J. G. FLEMING, Esq., Head Inspector.

Belfast, May, 1872.

GENTLEMEN,—I have the honour to submit for the information of the Commissioners the following report on the Lurgan Model School for the year 1871.

During the past year the necessary repairs and improvements in the several school-rooms, the play-grounds, and the apartments occupied by Mr. Greer, the resident master, were effectually carried out by order of

the Board of Public Works. The shrubs in the ornamental part of the grounds, in front of the school buildings, were thinned, and those found suitable were transplanted towards the end of last autumn. This was done under the superintendence of an experienced and well qualified gardener. I have to add that the entire premises are now in a satisfactory condition as to general repair, neatness, order and cleanliness.

No change has taken place in the staff of principal and senior assistant teachers since the date of my last report on this establishment. Of the junior staff one monitor left the boys' school to fill a situation which he had obtained in a linen warehouse. Two mistresses left the girls' school, one of them, who had been temporarily allowed to act as pupil-teacher was obliged to resign in consequence of bad health, the other went as a pupil to a boarding school in England. The last yearly examinations held at Lurgan afforded satisfactory evidence that the pupil-teachers and monitors had turned to good account the numerous opportunities for improvement within their reach in this excellent institution. Their general conduct and attention to school duties have elicited from the head teachers of the different departments very favourable reports.

The following summaries show the statistics of the school under various aspects:—

I. The attendance for the past and previous year:—

	Boys.	Girls.	Infants.	Total.
1871—Average No. on rolls, . . .	194.2	114.2	93.1	401.5
" in attendance, . . .	133	92	79.1	324.1
1870—Average No. on rolls, . . .	183.3	107	106.4	396.7
" in attendance, . . .	148	91	99	339

II. School-fees and Requisites sold, 1871:—

	Boys.			Girls.			Infants.			Total.		
	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
Amount of fees received, . . .	93	16	1	57	3	2	42	16	3	193	15	6
" requisites sold, . . .	18	6	10	8	9	7	2	5	2½	29	1	7½

III. Number remaining on the Rolls:—

	Boys.	Girls.	Infants.	Total.
At 5s. per quarter,	41	25	14	80
" 6s.	85	48	41	174
" 1s. 1d.	57	33	44	144
Total on the rolls,	193	106	99	398

The classification of the pupils has been arranged and carried out with a good deal of judgment, as the utmost care has been taken to place the children in the divisions for which they were found qualified. Hence excessive classification, the bane of thorough teaching, has been sedulously avoided. I have to add that the general proficiency of the classes was, in most subjects, above the requirements of the programme—a fact truly creditable to the teachers of the different departments. This remark applies in a special manner to two very important branches—viz., penmanship and arithmetic. The improvement in needlework also calls for special remark. Fancy work has not been wholly neglected, but the girls have been required to devote their attention chiefly to the various branches of knitting, plain sewing, and other homely but useful branches of needlework.

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IV. The Literary Classification of Pupils on the Rolls:—

Reports upon District and Minor Model Schools.	Subjects.	Boys.	Girls.	Insts.	Subjects.	Boys.	Girls.	Insts.
Lurgan.	Lesson Books:				Arithmetic—continued.			
	Book I.,	—	3	60	Practice, Interest, &c., . . .	88	21	—
	“ II.,	81	33	39	Mental,	193	103	—
	“ III.,	31	37	—	Writing:			
	“ IV.,	61	31	—	On slates only,	—	3	90
	“ V.,	25	12	—	“ paper,	103	103	39
	Total,	103	106	99	From dictation,	103	92	20
	Grammar:				Branches for females:			
	Parts of Speech only, . . .	89	59	39	Sewing,	—	103	—
	Parsing and Syntax, . . .	121	53	—	Knitting,	—	103	—
	Derivations,	124	53	—	Netting,	—	5	—
	Composition,	124	53	—	Embroidery,	—	5	—
	Geography:				Cutting-out,	—	33	—
	Lessons on Maps only, . .	—	14	39	Extra Branches:			
	From Text-books:				British Poets,	88	33	—
	Local,	105	59	—	Mensuration,	49	—	—
	Mathematical and				Geometry,	25	—	—
	Physical,	88	33	—	Algebra,	25	—	—
	Arithmetic:				Book-keeping,	25	—	—
	Tables only,	—	5	60	Trigonometry,	1	—	—
	Single rules,	69	33	39	Music,	60	103	90
	Compound do.,	—	37	—	Drawing,	124	103	90
	Proportion,	35	12	—	Physical and Applied			
					Science,	49	—	—

In my report on this school for 1870, I referred to the fact that the manufacturers and traders of Lurgan and neighbouring towns fully appreciated the aptitude for business pursuits which Mr. Greer's pupils very generally evince. Accordingly they are promptly engaged to act as clerks, assistants, &c., in various commercial establishments, so that they leave school for good at a comparatively early age, and this explains why the average attendance of pupils in the highest class has sensibly diminished since the school was first opened for public instruction. During the past year I find there has been a still greater demand on the boys' school, and almost to the same extent on the senior division in the girls' school. The numbers that left during the twelve months ended 31st December, 1870, to enter upon mercantile and other pursuits were, boys 58, girls 32.

The annual public examination of the pupils, and the distribution of premiums took place on Tuesday, the 5th December, in presence of a large and respectable audience. The Right Honorable Lord Lurgan and Lady Lurgan took part in the distribution of the certificates. The range of subjects embraced the usual school course, and, as on previous occasions, the answering of the pupils was ready, correct, and intelligent. The premiums were awarded soon after the usual preliminary examination had been completed.

	Classes in Boys' School.					Classes in Girls' School.				
	5th.	4th.	3rd.	2nd.	Total.	5th.	4th.	3rd.	2nd.	Total.
Number of pupils whose answering amounted to 90 per cent. & above,	1	—	—	4	5	—	—	—	—	—
“ “ 80 and under 90, . . .	4	5	4	16	29	6	11	4	4	25
“ “ 70 “ 80,	1	18	4	15	38	—	8	12	7	27
“ “ 60 “ 70,	2	14	9	15	40	—	1	13	10	24
“ “ 50 “ 60,	—	3	7	12	22	—	2	4	5	11
“ “ under 50,	—	—	7	27	34	—	—	—	14	14
Total,	8	35	31	69	103	6	22	23	40	101

It appears from the figures given in the foregoing table, that nearly three-fourths of the total number of pupils examined answered 60 per cent. or above, of all the questions proposed to them. And bearing in mind the very searching character of those questions, and the length of time over which the examination extended, I believe no more convincing proof could be adduced of the success which has been attained in every department of the Lurgan Model School.

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I remain, gentlemen, your obedient servant,

J. G. FLEMING, Head Inspector.

The Secretaries, &c.

No. 6.—ANNUAL REPORT upon the MONAGHAN MINOR MODEL SCHOOL, for the year 1871, by J. G. FLEMING, Esq., Head Inspector.

Belfast, May, 1872.

GENTLEMEN,—I beg to submit for the information of the Commissioners, my report on the Monaghan Minor School for the year 1871.

Miss Stewart, principal of the female department, was obliged to resign owing to long continued ill health, and I regret to add, she died a short time after she had sent in her resignation. I take this opportunity to place on record my sense of her great merit as a teacher, and of the untiring zeal she displayed in the discharge of her duties. Miss Porter of the Parsonstown Model School is now principal of the Monaghan school, and she appears anxious to give as much satisfaction as her predecessor. Two members of the monitorial staff were trained in the course of the year, and the character of the instruction they received while attached to the Monaghan Model School may be gathered from the high classification they obtained from the Professors on the conclusion of their course. One received third division of first class, and the other second division of second. The conduct of the junior members of the staff was excellent, no complaint having been preferred against any one of them during the year.

The following table shows their answering at the annual examination of monitors held last July :—

Name.	Date of Appointment.	Per-centage of Answering.	Remarks.
William Bartley, . . .	11-67	84	Received I st in training; appointed Assistant Master in Ussael Model School.
Michael Meane, . . .	9-68	78	—
James Stewart, . . .	9-68	66	Received II nd in training; recalled for special training in drawing.
Thomas Stewart, . . .	6-70	57	Appointed to the charge of Annasree.
Thomas Wilson, . . .	6-70	33	—
Annie M. Temple, . . .	12-67	81	Summoned to training at end of year.
Sarah Blackburne, . . .	9-69	74	—
Margaret McEne, . . .	9-69	73	—
Margaret Watson, . . .	9-69	67	—
Mary A. Gordon, . . .	6-70	77	—
Margaret White, . . .	9-70	67	—
Eileen Allister, . . .	9-70	50	—

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The average attendance of pupils for the year 1871, is slightly in excess of that for the preceding year, and the regularity of the attendance has improved in a corresponding degree, as may be gathered from the per-centages in the annexed table.

TABLE II.

	Boys.	Girls.	Infants.
Average attendance for year 1871, . . .	67.5	64.3	54.1
" " " 1870, . . .	63	62	43

TABLE III.

	Boys.	Girls.	Infants.
Centesimal proportion between average on rolls and average attendance, year 1871, . . .	72	79.3	78.2
" " " 1870, . . .	71.7	76	77.7

The amount of school fees received in the three departments during the year was £123 4s. 10d., being £12 14s. 3d. in excess of the sum received during the preceding twelve months. The rates of payment by the pupils on the rolls on the 31st December, 1871, were—

	Boys.	Girls.	Infants.	Total.
At 5s. per quarter,	44	30	10	84
" 2s. 6d. "	28	23	20	71
" 1s. 1d. "	27	32	38	97

The course of instruction embraces more than the ordinary subjects taught in National schools; the pupils of the senior divisions also receive instruction in singing, drawing, and physical science. The following table shows the classification of the pupils on the rolls and the different subjects which constitute the school course.

Subjects.	Boys.	Girls.	Infants.	Subjects.	Boys.	Girls.	Infants.
Lesson Books:				Arithmetic—continued.			
Book I.,	—	9	35	Practice, Interest, &c., . . .	32	13	—
" II.,	25	20	30	Mental,	32	38	—
" III.,	35	21	8	Writing:			
" IV.,	20	15	—	On Slates only,	—	3	30
" V.,	12	13	—	" Paper,	32	35	43
Totals,	92	83	79	From dictation,	32	35	23
Grammar:				Branches for Females:			
Parts of Speech only,	25	40	39	Sewing,	—	68	—
Parsing and Syntax,	67	48	—	Knitting,	—	68	—
Derivations,	32	30	—	Netting,	—	19	—
Composition,	67	50	—	Embroidery,	—	16	—
Geography:				Cutting-out,	—	28	—
Lessons on Maps only,	16	18	79	Extra Branches:			
From Text-books:				Measurement,	32	—	—
Local,	76	69	—	Geometry,	32	—	—
Mathematical and Physical,	32	20	—	Algebra,	32	—	—
Arithmetic:				Book-keeping,	32	—	—
Tables only,	—	4	46	Trigonometry,	5	—	—
Simple Rules,	25	23	30	Music,	—	38	79
Compound Rules,	23	24	—	Drawing,	32	59	—
Proportion,	13	22	—	Physical and Applied Science,	32	—	—

The annual public examination of the pupils was held on the 22nd June, in presence of a large number of visitors chiefly the parents of the children and their friends. The examination of the senior boys by the Rev. J. Davidson of Ghaselough, was a most interesting feature in the

day's proceedings. The answering demonstrated in a satisfactory manner the soundness of the instruction imparted, and removed any feeling of distrust that might have been entertained as to the worthlessness of a test where the teacher acted as examiner. For some days before the public examination, the District Inspector and myself were actively engaged with the preliminary examination of the pupils, which, except in the case of very young children, we conducted, for the most part, by means of written exercises. The following is an analysis of the answering :—

	Second Class.		Third Class.		Fourth Class.		Fifth Class.		Total.	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
No. who answered 90 per cent. and above,	1	1	—	—	—	—	—	1	1	2
" 80 " and less than 90,	—	—	5	—	1	—	—	1	6	1
" 70 " " 80,	1	1	5	2	2	—	5	2	13	5
" 60 " " 70,	3	5	2	4	4	—	3	6	12	16
" 50 " " 60,	4	2	5	7	5	2	—	2	14	13
" less than 50 per cent.,	10	13	3	12	—	6	—	1	18	32
No. who made fewer than 90 attendances,	11	13	11	6	—	3	—	2	23	23

Reckoning as a failure each pupil who did not answer at least 50 per cent. of the questions proposed, it would appear from the foregoing table that the failures in the boys' school were something less than the number of those who had not made 90 attendances in the school. The proportion of failures in the girls' school was slightly higher. Thirty-two premiums were awarded to the boys, and twenty-two to the girls, being 50 and 32 per cent. respectively of the number examined. The following are correct copies of the questions actually put to the second and third classes of the male and female departments. Those proposed to the same classes in the other Model Schools under my superintendence, were as nearly as possible of the same calibre.

SECOND CLASS.

SPELLING EXERCISES.—Write down the following:—Very mischievous; Arctic seas; honeyed woodlarks; waken cells; gardener; water lilacs; extremely delicious; fine acid juice; gait is awkward.

EXPLANATION.—Write down the following phrases, and opposite to each state its meaning. Glancing eye; docile animal; gay aspect; durable wood; boding shepherd; cloying dust; oval nest; nimble steed.

GEOGRAPHY.—1. The name of the sea between North and South America.

2. Name of a river flowing into the Gulf of Guinea.

3. Name of the island south of Babel's Strait.

4. Strait joining the Arctic and Pacific oceans.

5. Maritime county immediately north of Dublin.

6. River flowing through Lough Neagh.

7. County in Munster north of the Shannon.

8. Strait connecting Black Sea and Sea of Marmora.

GRAMMAR.—Name the parts of speech in the following sentence:—The cat is very playful when young, but becomes grave as it grows old.

ARITHMETIC.—1. Write down in figures one million fourteen thousand and twelve, and from it subtract ninety-six thousand nine hundred and thirty-four.

2. Exercise in simple addition—seven lines.

3. Divide 1,111,111,111,111 by 854 and prove the work.

4. QUESTIONS PROPOSED TO PUPILS OF THIRD CLASS.

GRAMMAR.—Parse the following sentence:—The lion seldom attacks any animal openly except when compelled by extreme hunger, in which case no danger deters him.

1. Decline the pronoun of the second person.

2. Gender is distinguished in three ways:—give an example of each.

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3. Write down the four classes of nouns which have no plural?

4. Mention six situations in which capital letters should be used?

EXPLANATION.—Explain the following phrases:—The rapids are near; ocean's blue rim; beautiful spectre; eluding pursuit; hollow from it to the root;—Book iii., page 30. For what does it stand? Meaning of guiltless and guilty in same page; animal state of torpidity; solar beams; pendent nest; orient realm.

WRITING FROM DICTATION.—Book iii., page 32. From "They gather . . . to eyeless together".

ARITHMETIC.—Write down any seven figures, and underneath express the number in words.

2. Addition of money—nine lines.

3. Division of money and proof—division being 305

4. Reduce 10,000,000 inches to acres.

5. Simple proportion—find how many pairs of gloves at 2s. 9d. per pair should be exchanged for 36 dozen pairs of stockings at 4s. 7d. per pair.

GEOGRAPHY.—1. Where are the following places situated, and prefix to each its geographical designation:—Elsinore, Heligoland, Lucerne, Holstein, Hanbury.

2. Give a sketch of the coast line from Gibraltar to Naples, and mark the situation of four seaport towns.

3. What caps terminates each of the following ranges of mountains—Apennines, Pyrenees, Doreafeld.

4. In what counties are the following towns situated:—Belurket, Strabane, Ballbrigan, Malinbeg?

5. Name four of the rivers of Munster.

The boys of senior division are instructed by the principal, Mr. Linehan, in elementary mathematics, experimental physics, and chemistry, and by his assistant, Mr. Hamilton, in drawing. The girls are instructed in this branch by Miss Porter, and in vocal music by her assistant, Mrs. Linehan. Respectable proficiency has been attained in all these extra subjects without detriment to the pupils' acquirements in reading, penmanship, and other essential branches.

In concluding this report, I feel it my duty to refer to the highly efficient state of the infants' school, under the charge of Miss Blackburne, principal teacher. Nothing could be more satisfactory than the ready and intelligent answering of her little pupils on the day of the public examination, while the cheerful and tasteful manner in which they sang several appropriate airs elicited general approval from all present.

I remain, gentlemen, your obedient servant,

J. G. FLEMING, Head Inspector.

The Secretaries.

Londonderry.

No. 7.—ANNUAL REPORT upon LONDONDERRY DISTRICT MODEL SCHOOL, for the year 1871, by A. O'CALLAGHAN, Esq., Head Inspector.

Londonderry, 30th January, 1872.

GENTLEMEN,—I have the honour to submit, for the information of the Commissioners, my report on the Londonderry Model School for the year 1871.

The school buildings are in a very satisfactory state of repair; the school-rooms are kept in a neat and orderly manner, and possess ample means for perfect ventilation. The dormitories are scrupulously clean, and leave nothing to be desired with regard to suitable sanitary arrangements. No case of serious illness occurred in the boarding establishment during the year.

At the end of this report an account is given of the number composing the junior staffs of pupil-teachers and paid monitors, and the changes that occurred in the staffs during the year. I may here mention that no

breaches of discipline, deserving of notice, took place in the boarding establishment, and that the conduct of the inmates has been favourably reported by the head master. That of the extern members of the staff has likewise received the commendation of the other teachers, as also their diligence in teaching the classes committed to their charge, and in the prosecution of their own special studies.

With regard to the attendance of pupils in the day schools, it will be seen from the following statement that there has been a marked increase during the past year in the boys' and girls' departments. I may remark that the number of pupils on rolls and in daily average attendance has been higher in 1871 than in any previous year in these departments:—

	1870.		1871.	
	Average No. on Rolls.	Average No. in Attendance.	Average No. on Rolls.	Average No. in Attendance.
In Boys' school, . . .	208.3	175.7	254.3	204.3
" Girls' " . . .	123.3	100.1	151.2	114.6
" Infants' " . . .	115.3	93.3	94.1	73.7
Totals, . . .	457.5	369.6	499.6	394.8

The decline in the attendance in the infants' school is due exclusively to the prevalence of scarlatina during the year, when parents observed the wise precaution of withdrawing, in many instances, their children from the school. Even with this serious disadvantage, the joint attendance in 1871 in the three departments shows favourably with that in 1870, being 369.6 in the latter, and 394.8 in the former year.

The number of pupils on rolls on the 31st December, 1871, was distributed amongst the five classes in the proportion shown in the following statement, which exhibits, also the average age in each class:—

	Number on Rolls.			Average Age.		
	Boys.	Girls.	Infants.	Boys.	Girls.	Infants.
First Class, . . .	4	—	55	7.7	—	5.1
Second " . . .	53	67	51	9.1	9.4	6.2
Third " . . .	118	39	—	11.1	11.1	—
Fourth " . . .	69	30	—	13.6	13.6	—
Fifth " . . .	15	18	—	15.4	14.2	—
Totals, . . .	253	154	106	11.3	11.1	5.5

Besides the ordinary subjects of reading, writing, dictation, arithmetic, grammar, and geography, there are certain extra branches, in some of which, such as vocal music and drawing, all the pupils receive instruction in the male and female departments; and in others, namely, geometry, algebra, bookkeeping, and physical science, the upper classes only in the boys' school. In these subjects sixty-one boys were under instruction during the last quarter of the year. The French language is taught after the regular school hours, the Commissioners having allowed the use of a class-room for such instruction. At the close of the year the French class consisted of twelve male and thirteen female pupils. The necessity which requires that instruction in French should not be given within the stated school-time, has for many years offered a serious impediment to its successful acquirement, and has operated to deter the pupils from joining the class—most of them, naturally, looking with dislike on this exceptional extension of their daily school-time.

The annual examination was held in December, and was conducted by Mr. Dugan, the District Inspector, and myself. The results afford satisfactory testimony to the effectiveness of the instruction given. The Commissioners grant £15 every year for distribution in premiums. In

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addition, £50 are given by the Honorable the Irish Society—a very liberal grant, which, with that of the Commissioners, places this school in a very favourable position with regard to the “stimulating force.” Such a stimulus, no doubt, helps appreciably to sustain the vitality and energies of a school. Every pupil was excluded from a share in the rewards whose answering fell below a previously-determined minimum standard, which was fixed at 55, 60, and 65 per cent., according to the division of the school to which the pupil belonged. The following table exhibits the number of pupils in each class who obtained premiums under these conditions:—

	Boys' Classes.					Girls' Classes.				
	5th.	4th.	3rd.	2nd.	Total	5th.	4th.	3rd.	2nd.	Total
Number whose answering amounted to—										
90 per cent. or above,	—	—	—	—	—	1	—	—	—	1
80 and under 90,	1	1	—	—	2	1	2	—	1	4
70 “ 80,	3	9	3	2	17	9	1	4	3	25
60 “ 70,	7	14	20	9	50	5	2	8	11	26
55 “ 60,	3	12	13	7	35	1	5	7	3	16
under 55,	—	11	41	21	73	—	13	14	17	44
Total number examined, . . .	14	47	83	39	183	17	23	38	41	114

From this table it appears that 183 pupils were examined in the boys' school, and 114 in the girls'. In accordance with the conditions before explained eighty-six boys and fifty-three girls were adjudged to be deserving of premiums—these numbers being respectively 47 and 46 per cent. of the total number examined. The answering of nearly half of the pupils examined in both schools was meritorious, being 60 per cent. or over of the total number of examination questions.

The answering of the pupils of a school does not of itself furnish a complete test of educational efficiency. With their actual state of preparation in a particular course, the ratio of progress from class to class must be considered, and the results of these two tests united offer fair grounds for forming a judgment on a school.

In the following table the number of pupils promoted to higher classes during the year 1871 is compared with the number in average attendance for the same period:—

	Boys.	Girls.
Number in daily average attendance,	264	115
“ advanced to higher classes,	89	40
Centesimal proportions,	33.2	34.7

These proportions are not sufficiently large.

With respect to religious denomination the pupils on the rolls for the quarter ended 31st December, 1871, are thus distributed:

	Boys.	Girls.	Infants.	Total.
Number of Pupils on Rolls,	253	154	106	513
Number belonging to the Established Church,	81	44	37	162
“ “ Roman Catholic “	4	1	1	6
“ “ Presbyterian “	147	109	46	293
Others,	31	9	20	60

The following table shows the number of pupils in the same quarter of 1871, paying respectively the different rates of school-fees:—

Rate of Payment.	Boys.	Girls.	Infants.	Total.
5s. per quarter,	138	86	50	274
2s. 6d. per quarter,	83	48	22	169
1s. 1d. “	32	20	13	79

The total amount of payments made in school-fees for the whole year was—

	£	s.	d.	Reports upon District and Minor Model Schools.
In Boys' School,	163	16	3	
" Girls' "	100	17	7	
" Infants' "	60	3	4	
Total,	£324	17	2	

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Annual Public Examination.—The annual public examination and distribution of premiums took place on the 22nd December, in the boys' spacious school-room. Such was the interest taken by the audience in the proceedings that a large number kept their places until six o'clock, and witnessed the closing scene, when the Mayor kindly handed the certificates of merit to the candidates who succeeded at the preliminary examination in qualifying for premiums.

Mr. McVicker, a member of the Corporation, announced his intention of establishing, by subscription amongst the wealthier citizens, a fund for providing additional premiums.

I am, gentlemen, your obedient servant,

ANDREW O'CALLAGHAN, Head Inspector.

The Secretaries, &c.

No. 8.—ANNUAL REPORT upon the ENNISKILLEN DISTRICT MODEL SCHOOL, for the year 1871, by A. O'CALLAGHAN, Esq., Head Inspector.

Londonderry, 30th January, 1872.

GENTLEMEN,—I have the honour to submit for the information of the Commissioners my report on the Enniskillen District Model School for the year 1871.

Buildings, &c.—The school-rooms are spacious and well lighted, with ample resources for ventilation. They present a neat, orderly, and satisfactory appearance. The play-grounds have been much improved by the drains made for carrying off the water that used to remain for days previously in the central hollow.

The land attached to the premises but outlying the play-grounds has, within the last few months, been utilized for the purpose of placing within the reach of the pupils the means of acquiring an acquaintance with horticulture and with scientific farming. These operations are conducted by a trained agriculturist. When they shall have been sufficiently advanced a practising class will be formed.

The boarding establishment is kept in excellent repair. The dormitories are clean and cheerful, and amply provided with means of ventilation. No case of serious illness occurred during the year.

I may here observe that the conduct of the pupil-teachers who are boarded has been most satisfactory—the preservation of order and discipline has been quite successful.

Number of Pupils, &c.—There is a decline in the number in average attendance in the boys' school during the past year. There was a considerable increase in the girls' school in 1870 over 1869, and the attendance for the past year is well maintained, although somewhat less than in the previous year. In the infants' school the attendance for 1871

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and 1870 shows a marked superiority over that for 1869. The distance of the school—over one mile—from the town of Enniskillen operated unfavourably against a good attendance in the infant school, but the skill and attention of the teachers appear to be overcoming this disadvantage. The male department, conducted in a highly efficient manner by Mr. Morris, head master, has become for many of the pupils a preparatory school for the Royal School of Portora, to which they pass, having secured a sound English education in the Model school. The withdrawal of these pupils accounts for the decreased number in average attendance. I may observe also, that the prohibition of the R. C. bishops still continuing, the school is dependent for its attendance on the other religious denominations.

The following table exhibits the average number on rolls and average attendance for three years:—

	1869.		1870.		1871.	
	Rolls.	Attendance.	Rolls.	Attendance.	Rolls.	Attendance.
In Boys' School, .	133.8	111.4	135.9	111.5	115.9	84.7
„ Girls' „ .	58.6	48.9	71.	54.5	71.7	51.1
„ Infants' „ .	52.4	39.7	58.7	47.1	62.2	46.7
Totals, .	245.	195.	265.6	213.1	249.8	182.5

Classification of pupils and average age. The number of pupils on rolls on the 31st December, 1871, was distributed amongst the five classes, in the proportions shown in the following table, which also exhibits the average age in each class.

	Number on Rolls.			Average Age.		
	Boys.	Girls.	Infants.	Boys.	Girls.	Infants.
First Class, .	—	3	36	—	8.6	4.7
Second „ .	35	11	25	5.3	8.7	6.1
Third „ .	37	37	2	10.6	10.8	7.
Fourth „ .	27	13	—	13.3	13.6	—
Fifth „ .	6	6	—	15.5	15.5	—
Totals, .	107	70	63	11.2	11.1	5.4

The proportion of pupils in the upper classes is tolerably satisfactory in the male and quite so in the female school. Farther on in this report I consider this point fully.

Besides the ordinary branches of reading, writing, &c., there are certain extra subjects, in some of which, such as singing and drawing, most of the pupils receive instruction, and in others, such as geometry, those only who belong to the senior division of the boys' school. In it 35 are learning mensuration, geometry, algebra, bookkeeping, and physical science. Also 13 boys and 8 girls receive instruction out of school-hours, in the French language, the Commissioners permitting the teacher, who is a foreigner, to have the use of a class-room for this purpose.

The annual examination was held in October and was conducted by Mr. Strong, district inspector, and myself. The results as regards the answering of the pupils are given below in a tabular form. These rewards were determined after a searching examination and on a principle strictly discriminating. No pupil was allowed to participate in them whose answering fell below a previously determined minimum standard, which was fixed at 55, 60, and 65 per cent, according to the division of the school to which the pupil belonged.

The following table, to which I have referred, exhibits the number of pupils in each class who obtained premiums under these conditions:—

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	Boys' Classes.					Girls' Classes.					Reports upon District and Minor Model Schools.
	5th.	4th.	3rd.	2nd.	Total	5th.	4th.	3rd.	2nd.	Total	
Number whose answering amounted to 50 per cent. or above,	1	-	-	-	1	-	-	-	-	-	1
" " 30 and under 50,	3	-	1	-	4	2	-	-	-	-	2
" " 70 " 80,	1	3	4	3	11	4	5	2	2	13	13
" " 60 " 70,	-	12	10	7	29	1	6	13	4	23	23
" " 55 " 60,	-	5	5	3	13	-	1	4	1	6	6
" " under 55,	-	5	16	15	36	-	-	7	7	14	14
Total number examined,	5	25	36	28	94	6	11	26	14	57	

From this table it appears that 94 pupils were examined in the boys' school, and 57 in the girls'. In accordance with the conditions before explained, 46 boys and 37 girls were qualified for premiums. That is, 49 per cent. of the total number examined were successful in the former, and 65 per cent. in the latter school. But this single result would not of itself prove the superiority of the one school over the other. It will be necessary further to ascertain the educational activity of each in another direction, namely, in the number of pupils promoted during the year, from class to class. In the following table the number of promotions is given, and is compared with the daily average attendance for the same period:—

	Boys.	Girls.
Number in daily average attendance,	95	51
" promoted to higher classes,	30	32
Centesimal proportions,	40	63

These combined results show a marked superiority in the girls' school over the boys' for the past year. Independently they prove that the former is in a remarkably high state of efficiency. Miss Greaves, the principal teacher, and her excellent assistant, Miss Maher, may feel justly proud of so brilliant a success.

With respect to religious denomination, the pupils on the rolls for the quarter ended 31st December, 1871, are thus distributed:—

	Boys.	Girls.	Infants.	Total.
Number of pupils on rolls,	167	76	63	240
" belonging to the Established Church,	80	38	48	161
" " Roman Catholic "	5	2	2	9
" " Presbyterian "	11	18	10	39
Others,	11	12	3	31

The following table shows the number of pupils in the same quarter of 1871, paying respectively the different rates of school-fees:—

Rates of Payment.	Boys.	Girls.	Infants.	Total.
5s. per quarter,	66	34	30	120
2s. 6d. "	34	26	20	80
1s. 4d. "	17	10	13	40

The total amount of payments made in school-fees for the whole year was:—

	£	s.	d.
In Boys' School,	80	15	10
" Girls' "	49	10	10
" Infants' "	41	15	8
Total,	172	2	4

Public Examination.—The public examination and distribution of premiums took place on the 15th November in the boys' spacious school-room, which was as usual most tastefully decorated for the occasion. The room was crowded to excess and many were in consequence excluded. Besides the relatives of the pupils, there was a large attendance of the

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gentry of Fermanagh and of ministers of the various Protestant denominations. The subjects selected for examination were varied, and the quick and intelligent answers of the pupils won ready admiration. The examination was conducted partly by the principal teachers and partly by some of the junior staff. This is an excellent plan, as it proves to the relatives of the pupils present that these young persons are fully competent to perform efficiently the duty assigned to them in teaching. Mr. Morris examined the senior division in his own school, and Miss Greaves assisted by Miss Maher that in the girls' school.

The most deserving of the pupils were at the end of the day called to the front and received their certificates of merit.

I am, gentlemen, your obedient servant,

ANDREW O'CALLAGHAN, Head Inspector.

The Secretaries, &c.

Calcutta. No. 9.—ANNUAL REPORT upon COLERAINE DISTRICT MODEL SCHOOL, for the year 1871, by A. O'CALLAGHAN, Esq., Head Inspector.

Londonderry, 30th January, 1872.

GENTLEMEN,—I have the honour to submit, for the information of the Commissioners, my report on the Coleraine Model School for the year 1871.

Buildings, &c.—The school-buildings are in a very satisfactory state in every respect, both as regards their state of repair and their neat appearance. The external premises are clean and in good order. The school-rooms present a neat and pleasing appearance, and are well furnished with maps and suitable diagrams. The desks, black boards, &c., are in good and serviceable condition. The front grounds, which are tastefully planted, are carefully looked after, and offer to the eye a pleasing variety of shade and colour.

The boarding establishment is in a very satisfactory condition. The dormitories are kept scrupulously clean, and possess ample means of ventilation. The sanitary precautions are full and satisfactory, and no case of serious illness occurred during the year.

I may mention in this place that the order and discipline of the establishment are firmly maintained. The head master, Mr. Bresland, has not been obliged to report unfavourably of any of the pupil-teachers. They have been observant of the regulations and diligent in their studies.

Number of Pupils.—The number in average attendance has been steadily increasing in the boys' department from year to year, whereas in the girls' it has been declining. This falling off is in a large measure, probably altogether, due to the absence of the principal and assistant teachers, Miss Caldwell and Mrs. Cassidy, for a considerable portion of each year, during which the direction and teaching, even of the senior classes, devolved on the pupil-teachers and monitresses. The teachers have forwarded, in every instance of absence, medical certificates. In the infant school the past year shows an increase over the previous years. The following table exhibits the average number on rolls and the average daily attendance for the last three years:—

	1869.		1870.		1871.	
	Rolls.	Attendance.	Rolls.	Attendance.	Rolls.	Attendance.
In Boys' School, .	81.2	65.6	84.8	68.4	85.1	75.2
" Girls' " .	30.7	67.	78.	60.7	71.6	55.2
" Infants' " .	39.3	36.	43.2	34.3	46.9	38.7
Total, .	201.2	162.6	206.	163.4	213.6	169.1

Classification of Pupils, &c.—The number of pupils on rolls on the 31st December, 1871, was distributed amongst the five classes in the proportion shown in the following table, which exhibits also the average age in each class:—

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	Number on Rolls.			Average Age.		
	Boys.	Girls.	Infants.	Boys.	Girls.	Infants.
First class,	—	—	23	—	—	5.2
Second "	10	—	18	9	—	6.2
Third "	40	20	6	10.8	12	7.1
Fourth "	33	25	—	12.7	12.5	—
Fifth "	15	11	—	13.4	15.1	—
Totals,	104	64	47	11.7	12.7	5.8

It will be seen here, that the proportion of pupils in the upper classes is unusually high. I shall refer to this point again, and compare the number of pupils whose answering was satisfactory with the number advanced during the year to higher classes.

Besides the ordinary subjects of reading, writing, &c., there are others which are included under the head of Extra Branches, in some of which, such as singing and drawing, the most of the pupils receive instruction in the male and female departments; and in others, such as geometry, those pupils only who belong to the higher classes in the boys' school. In this department 54 were learning mensuration; 35 Euclid; 54 algebra; 15 trigonometry; 54 book-keeping, and 54 physical science. In the latter subjects special premiums were awarded to some of the pupils for marked proficiency.

The annual examination was held in September, and was conducted by Mr. Bole, District Inspector, and myself. The results, as regards the answering of the pupils, are given below in a tabular form. The Commissioners allow £15 for distribution in premiums. Such a stimulus helps appreciably to sustain the vitality and energies of a school. These rewards were determined on a principle strictly discriminating. No pupil was allowed to participate in them whose answering fell below a previously determined minimum standard, which was fixed at 55, 60, and 66 per cent., according to the division of the school to which the pupil belonged.

The following table, to which I have referred, exhibits the number of pupils in each class who obtained premiums under these conditions:—

	Boys' Classes.					Girls' Classes.				
	5th.	4th.	3rd.	2nd.	Total.	5th.	4th.	3rd.	2nd.	Total.
Number whose answering amounted to 90 per cent. or above,	—	—	—	—	—	—	—	—	—	—
" " 80 and under 90,	4	—	1	1	6	2	1	—	—	2
" " 70 " 80,	2	—	2	—	4	1	1	—	—	2
" " 60 " 70,	2	3	9	1	15	2	4	3	2	11
" " 55 " 60,	3	6	4	1	14	—	3	1	1	5
" " under 55,	1	13	13	3	30	—	12	12	2	26
Total number examined,	12	22	29	6	69	5	20	16	5	46

From this table it appears that 69 pupils were examined in the boys' school, and 46 in the girls'. In accordance with the conditions before explained, 30 boys and 17 girls succeeded in obtaining premiums. That is 43 per cent. of the total number examined were successful in the boys'

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and 37 per cent. in the girls' school. But this single result would not prove of itself the superior efficiency of the former department. It will be necessary to ascertain the educational activity of each in another direction, namely, in the number of pupils promoted during the year from class to class. In the following table the number of promotions is compared with the average number in daily attendance for the same period :—

	Boys.	Girls.
Number in daily average attendance,	75	55
" promoted to higher classes,	52	26
Centesimal proportion,	69	47

These combined results show a marked superiority in the boys' school over the girls'; and, apart from any comparison, prove that the former is in a high state of efficiency.

With respect to religious denomination, the pupils on the rolls, for the quarter ended 31st December, 1871, are thus distributed :—

	Boys.	Girls.	Infants.	Total.
Number of pupils on Rolls,	104	64	47	215
" belonging to the Established Church,	23	11	9	42
" " Roman Catholic "	3	13	3	19
" " Presbyterian "	66	35	30	131
Others,	13	5	5	23

The following table shows the number of pupils in the same quarter of 1871 paying respectively the different rates of school-fees :—

Rates of Payments.	Boys.	Girls.	Infants.	Total.
5s. per quarter,	62	37	17	116
2s. 6d. "	57	15	24	76
1s. 1d. "	6	12	6	23

The total amount of payments made in school-fees for the whole year, was—

	£	s.	d.
In Boys' School,	66	3	2
" Girls' "	81	0	5
" Infants' "	27	19	5
Total,	145	3	0

Annual Public Examination.—The annual public examination and distribution of premiums took place on the 2nd of November in the presence of a crowded audience. At the conclusion of the examination the pupils who had succeeded at the preliminary examination in qualifying for premiums, were called to the front, and had the honour of receiving, at the hands of Lady Bruce, their certificates of merit.

I am, gentlemen, your obedient servant,

ANDREW O'CALLAGHAN, Head Inspector.

The Secretaries, &c.

No. 10.—ANNUAL REPORT for the year 1871, upon the SLIGO DISTRICT MODEL SCHOOL, by A. O'CALLAGHAN, Esq., Head Inspector.

Londonderry, 30th January, 1872.

GENTLEMEN,—I have the honour to submit, for the information of the Commissioners, my report on the Sligo District Model School for the year 1871.

Buildings, &c.—The state of repair is satisfactory. The amount of space accommodation is ample, indeed quite sufficient for a much larger attendance; but, owing to the continuance of the prohibition of the Roman Catholic bishop, very few pupils of that denomination attend the school, their number being only 14 out of a total attendance of 257; and yet the majority of the population are Roman Catholics.

The pupil-teachers are comfortably maintained in the boarding establishment, everything connected with the preservation of their health being well attended to. The sanitary arrangements of the dormitories, study-room, &c., are most satisfactory, and are carefully looked after by the head master, who has the zealous assistance and direction of Dr. Tucker, the medical officer of the establishment. The health of the inmates has been very satisfactory during the past year.

Number of Pupils.—There has been a marked increase during the past year in the number on rolls and in the attendance. In this respect the school shows a more flourishing condition than in any year since its opening, although, as I observed before, the supply of pupils has been cut off from the largest source.

The following table shows the average number on rolls, and the average daily attendance for the years 1869, 1870, and 1871:—

	1869		1870		1871.	
	Rolls.	Attendance.	Rolls.	Attendance.	Rolls.	Attendance.
Boys' School, . . .	95.6	75.7	97.2	74.3	106.6	82.9
Girls' " . . .	70.2	58.1	64.8	52.9	71.4	57.6
Infants' " . . .	68.5	55.7	61.6	49.6	67.7	54.7
Total, . . .	234.3	189.5	223.6	176.8	245.7	194.5

Classification.—The number of pupils on rolls on the 31st December, 1871, was distributed amongst the five classes in the following proportions:—

	Number on Rolls.		
	Boys.	Girls.	Infants.
First Class, . . .	—	—	40
Second " . . .	19	14	39
Third " . . .	47	23	—
Fourth " . . .	25	23	—
Fifth " . . .	16	11	—
Totals, . . .	107	71	79

The proportion of pupils in the upper classes, as appears from the foregoing table is satisfactory. Farther on in this report, I examine this point minutely, where I compare the number of promoted pupils for the year, with the number whose answering was found to be good at the last annual examination.

Besides the ordinary branches—reading, writing, &c.—there are extra subjects, in some of which, as singing, most of the pupils receive instruction; and in others, as geometry, those only who belong to the senior division of the boys' school. In it 41 are learning mensuration, Euclid, algebra, bookkeeping, agriculture (theory), and physical science; also, 24

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receive lessons in the French language, but only after school hours, the Commissioners permitting the teacher to use one of the class-rooms for that purpose.

The annual examination was held in September, and was conducted by Mr. Wood, District Inspector, and myself. The results, as regards the answering of the pupils, are given below in a tabular form. The Commissioners grant £10 every year for distribution in premiums. Such a stimulus helps appreciably to sustain the vitality and energies of a school. These rewards were determined on a principle strictly discriminating. No pupil was allowed to participate in them whose answering fell below a previously determined minimum standard, which was fixed at 55, 60, and 65 per cent., according to the division of the school to which the pupil belonged.

The following table, to which I have referred, exhibits the number of pupils in each class who obtained premiums under these conditions:—

	Boys' Classes.					Girls' Classes.				
	6th.	4th.	3rd.	2nd.	Total.	6th.	4th.	3rd.	2nd.	Total.
Number whose answering amounted to 95 per cent. or above, . . .	—	—	—	—	—	—	—	—	—	—
“ “ 80 and under 90, . . .	—	—	1	—	1	1	—	—	1	2
“ “ 70 “ 80, . . .	4	4	5	2	15	3	3	2	—	8
“ “ 60 “ 70, . . .	2	3	11	—	16	1	3	5	4	13
“ “ 55 “ 60, . . .	—	5	8	3	16	—	1	2	4	7
“ “ “ under 55, . . .	—	3	10	21	34	2	3	9	7	21
Total number examined, . . .	6	15	35	26	82	7	10	18	16	51

From this table it appears that 82 pupils were examined in the boys' school, and 51 in the girls'. In accordance with the conditions already explained, 39 boys and 26 girls were qualified for premiums; that is, 48 per cent. of the total number examined were successful in the former, and 51 per cent. in the latter school. But this single result would not of itself prove the superiority of one school over the other. It will be necessary further to ascertain the educational activity of each in another direction—namely, in the number of pupils promoted during the year from class to class. In the following table the number of promotions is given, and is compared with the daily average attendance for the same period:—

	Boys.	Girls.
Number in daily average attendance, . . .	83	50
“ promoted to higher classes, . . .	58	33
Centesimal proportions, . . .	70	57

These combined results give the superiority for the past year to the boys' school. Independently, they show that both schools are in a high state of efficiency.

With respect to religious denomination, the pupils on the rolls for the quarter ended 31st December, 1871, are thus distributed:—

	Boys.	Girls.	Infants.	Total.
Number of pupils on rolls, . . .	107	71	79	257
“ belonging to the Established Church, . . .	53	26	44	123
“ “ Roman Catholics, . . .	6	6	2	14
“ “ Presbyterians, . . .	22	10	20	52
“ “ others, . . .	26	29	13	68

The following table shows the number of pupils in the same quarter of 1871, paying respectively the different rates of school fees :—

Rates of Payment.	Boys.	Girls.	Infants.	Totals.	Reports upon District and Minor Model Schools.
5s. per quarter,	49	33	17	99	
2s. 6d. "	38	26	37	101	
1s. 6d. "	20	12	25	57	

The total amount of payments made in school fees, for the whole year, was :—

	£	s.	d.
In Boys' school,	68	16	5
" Girls' "	47	11	2
" Infants' "	36	0	3
Total,	£152	7	10

Annual Public Examination.—The annual public examination and distribution of premiums took place on the 28th September, in the boys' spacious school-room, which was, as on previous occasions, tastefully decorated. There was present a large and respectable audience, who seemed to take a deep interest in the proceedings of the day. It is simple justice towards the teachers to state that, through a varied and interesting programme, the carrying out of which occupied upwards of four hours, they did not allow the attention of the audience to flag for an instant. Some selected pieces in prose and poetry were rendered with correctness and taste, and their reading gave general satisfaction. The answering of the pupils in grammar, geography, arithmetic, and geometry was very good—given with readiness and accuracy. At the conclusion of the examination, the pupils who succeeded at the preliminary examination in qualifying for premiums, were called to the gallery, and had their certificates of merit publicly handed to them.

I am, gentlemen, your obedient servant,

ANDREW O'CALLAGHAN, Head Inspector.

The Secretaries, &c.

No. 11.—ANNUAL REPORT upon the NEWTOWNSTEWART MINOR MODEL SCHOOL, for the year 1871, by ANDREW O'CALLAGHAN, Esq., Head Inspector.

Londonderry, 30th January, 1872.

GENTLEMEN,—I have the honour to submit, for the information of the Commissioners, my report on the Newtown Stewart Minor Model School, for the year 1871.

State of buildings, &c.—The school buildings are in good repair, and the school-rooms and external premises are clean and in a satisfactory state. The furniture of the rooms is well preserved, and in working order. The supply of water, about which in previous years frequent complaints were made, is now always ready, and in sufficient quantity.

There is no boarding-house attached to this school, there being only one pupil-teacher engaged in the boys' school.

Number of Pupils, &c.—There has been a falling off in the number on rolls and in attendance for the last year, as compared with the previous. The decrease, however, is small, and does not demand special attention. Newtown Stewart is an inconsiderable town, not containing more than 1,100 inhabitants, and has not the resources in population for the maintenance of a large school. Besides, owing to the continuance of the

Appendix B. prohibition of the Roman Catholic bishops, the school contains none of that denomination.

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The following table exhibits the average number on rolls, and the average daily attendance for the last three years:—

	1869.		1870.		1871.	
	Rolls.	Attendance.	Rolls.	Attendance.	Rolls.	Attendance.
Boys' School, . .	51	48	53.3	51.4	59.7	47.7
Girls' " . . .	53	44	55.1	45.7	51.6	41.4
Infants' " . . .	45	38	47.	37.4	47.	36.
Total, . . .	151	130	165.4	134.5	159.3	125.1

Classification of Pupils, and Average Ages.—The number of pupils on rolls, on the 31st December, 1871, was distributed amongst the five classes, in the proportions shown in the following table, which also exhibits the average age in each class:—

	Number on Rolls.			Average Age.		
	Boys.	Girls.	Infants.	Boys.	Girls.	Infants.
First Class, . . .	1	—	32	8	—	4.8
Second " . . .	17	23	17	8.1	9.4	6.8
Third " . . .	26	17	—	11.4	11.9	—
Fourth " . . .	15	8	—	13.	12.6	—
Fifth " . . .	9	2	—	14.1	15.	—
Totals, . . .	68	50	49	11.4	11.1	5.4

Besides the ordinary branches of reading, writing, &c., there are certain extra subjects, in some of which, such as singing, most of the pupils receive instruction in the three departments; and in others, such as geometry, the upper division only in the boys' department. Of these, there are 10 learning mensuration, 28 Euclid, 4 algebra, 3 bookkeeping, 1 trigonometry, and 28 physical science. The proficiency of the pupils in these branches is very satisfactory. Mr. Mitchell, the Head Master, is a successful teacher, and has sent forth to various colleges young men, many of whom have already distinguished themselves in different professions, and other walks of life.

The annual examination was held in October, and was conducted by Mr. Kennedy, District Inspector, and myself. The results, as regards the answering of the pupils, are given below in tabular form. The Commissioners grant £10 every year for distribution in premiums.

These rewards were determined after a searching examination, and on a principle strictly discriminating. No pupil was allowed to participate in them whose answering fell below a previously determined minimum standard, which was fixed at 55, 60, and 65 per cent., according to the division of the school to which the pupil belonged.

The following table, to which I have referred, exhibits the number of pupils in each class who obtained premiums under these conditions:—

	Boys' Classes.					Girls' Classes.				
	5th.	4th.	3rd.	2nd.	Tot.	5th.	4th.	3rd.	2nd.	Tot.
No. whose answering amounted to 80 per cent. or above, . .	1	—	—	—	1	—	—	—	—	—
" 70 and under 80, . . .	—	—	—	1	1	1	—	1	1	3
" 70 " 80, . . .	1	2	3	2	8	1	1	2	3	7
" 60 " 70, . . .	1	3	8	4	16	—	5	2	7	14
" 55 " 60, . . .	—	1	3	7	11	—	—	3	—	3
" under 55, . . .	—	—	0	6	12	—	1	4	3	8
Total No. examined, . . .	3	8	20	20	49	2	7	12	14	35

From this table it appears that 49 pupils were examined in the boys' school, and 35 in the girls'. In accordance with the conditions already

explained, 30 boys and 23 girls were qualified for premiums. That is, 61 per cent. of the total number examined were successful in the former, and 66 per cent. in the latter school. But this single result would not of itself, even if the difference were large, prove the superiority of one over the other. It will be necessary further to ascertain the educational activity of each in another direction—namely, in the number of pupils promoted during the year from class to class. In the following table the number of promotions is given, and is compared with the daily average attendance for the same period :—

	Boys.	Girls.
Number in daily average attendance,	48	41
" promoted to higher classes,	29	31
Centesimal proportions,	60	75

These combined results give a clear superiority to the boys' school, and are highly creditable to Mr. Mitchell, the Head Master. The small number of promotions in the girls' school effaces any merit that the percentage of the answering illusively suggested. The low state of the efficiency of this department is due to the frequent absences, from illness, of the late principal teacher.

With respect to religious denomination, the pupils on the rolls, for the quarter ended 31st December, 1871, are thus distributed :—

	Boys.	Girls.	Infants.	Total.
Number of pupils on rolls,	68	50	49	165
" belonging to the Established Church,	12	16	28	56
" " Roman Catholics,	—	—	—	—
" " Presbyterians,	54	34	21	109
" " Others,	—	—	—	—

The following table shows the number of pupils, in the same quarter of 1871, paying respectively the different rates of school-fees :—

Rates of Payment.	Boys.	Girls.	Infants.	Total.
5s. per quarter,	16	15	2	33
2s. 6d. "	30	19	11	60
1s. 1d. "	12	16	36	64

The total amount of payments made in school-fees, for the whole year, was—

	£	s.	d.
In Boys' School,	32	7	4
" Girls' "	25	5	2
" Infants' "	14	11	10
Total,	£72	4	4

Pupil-teachers and paid Monitors.—The following changes occurred during the year in the junior staff :—

No. on staff on 1st January, 1871,	5
" admitted during the year,	2
" who left	2
" remaining on 31st December, 1871,	5
" admitted to Central Training establishment,	1
" appointed as teachers,	1
" who engaged in other pursuits,	—
" remaining unemployed,	—

Public Examination.—The annual public examination and distribution of premiums took place on the 8th November, in the presence of a large audience. The school-rooms were, as usual, tastefully decorated for the occasion, and on the walls were displayed specimens of penmanship and drawing, and besides, in the girls' school-room, various kinds of needle-work. These performances of the pupils were deservedly admired. Both boys and girls read and recited select pieces in prose and in poetry, and

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readily obtained a large meed of applause. Mr. Mitchell, Head Master, examined a class in geometry and in physical science, who acquitted themselves in a highly creditable manner, and proved to the satisfaction of all present that it was no holiday display. The proceedings closed with the distribution of premiums.

I am, gentlemen, your obedient servant,

ANDREW O'CALLAGHAN, Head Inspector.

The Secretaries, &c.

Omagh. No. 12.—ANNUAL REPORT UPON OMAGH DISTRICT MODEL SCHOOL for the year 1871, by A. O'CALLAGHAN, Esq., Head Inspector.

Londonderry, 30th January, 1872.

GENTLEMEN,—I have the honour to submit, for the information of the Commissioners, my report on the Omagh Model School, for the year 1871.

Buildings, &c.—The school-rooms are well lighted, cheerful, and fully ventilated. They were painted during the past year, and present a neat and satisfactory appearance. There is sufficient space accommodation for the number of pupils usually on rolls, except in the infants' school-room, which is rather crowded. It was a mistake in the planning of the building to omit a class-room for the infant children. Such additional room is now urgently required; it would prevent over-crowding, and greatly facilitate the orderly management of the school.

The condition of the external premises is satisfactory.

There is no boarding establishment attached to this school. The pupil-teachers and paid monitors reside in the town, but the head teachers exercise a necessary supervision. The conduct of these young persons has been excellent during the past year, not a single instance having occurred in that period of misconduct or breach of discipline on their part.

Number of Pupils, &c.—There has been a marked improvement in the number in attendance in the girls' school, while there has been a decline, but in a very slight degree, in the boys' and infants' departments, during the last year as compared with the year previous.

The following table exhibits the average number on rolls, and the average daily attendance for the last three years:—

	1869.		1870.		1871.	
	Rolls.	Attendance.	Rolls.	Attendance.	Rolls.	Attendance.
Boys' School,	111.6	91.2	117.6	93.5	117.1	85.4
Girls' "	166.9	99.4	169.7	79.4	111.1	80.8
Infants' "	85.4	63.8	94.7	71.7	91.3	79.3
Totals,	363.9	254.4	372.0	244.6	319.5	245.5

Classification of Pupils and average Ages.—The number of pupils on rolls on the 31st December, 1871, was distributed amongst the five classes in the proportions shown in the following table, which also exhibits the average age in each class:—

	Number on Rolls.			Average Age.		
	Boys.	Girls.	Infants.	Boys.	Girls.	Infants.
First Class,	7	5	56	7.7	8	5
Second "	48	23	28	9.1	8.6	6.4
Third "	35	42	—	12.3	10.9	—
Fourth "	19	29	—	12.3	12.2	—
Fifth "	9	13	—	13.5	14	—
Totals,	118	112	84	10.9	11	5.7

From this it appears that a larger proportion of the pupils are enrolled in the higher classes in the female than in the male department. I shall refer to this point again, and compare the number whose answering was satisfactory with the number advanced during the year to the classes above.

Besides the ordinary branches of reading, writing, &c., there are extra subjects, in some of which, as singing, most of the pupils receive instruction; and in others, as geometry, those only who belong to the senior division of the boys' school. In it 28 are learning mensuration, geometry, algebra, book-keeping, and physical science. Also, 17 are learning the French language, the Commissioners permitting the teacher to use one of the class rooms for that purpose, but only outside of school hours.

The annual examination was held in October, and was conducted by Mr. Sullivan, District Inspector, and myself. The results, as regards the answering of the pupils, are given below in a tabular form.

The following table, to which I have referred, exhibits the number of pupils in each class who obtained premiums under these conditions:—

	Boys' Classes.					Girls' Classes.				
	1st.	2d.	3d.	4th.	Total	1st.	2d.	3d.	4th.	Total
Number whose answering amounted to 80 per cent. or above,	—	—	—	—	—	—	—	—	—	—
" " 80 and under 80,	2	—	—	—	2	—	1	1	—	2
" " 70 " 80,	4	3	—	1	8	3	6	11	3	23
" " 60 " 70,	—	7	4	3	16	5	5	14	2	26
" " 55 " 60,	—	—	8	2	10	1	1	5	1	8
" " under 55,	—	10	17	17	44	1	—	20	15	36
Total number examined,	6	20	29	25	80	10	13	51	21	95

From this table it appears that 80 pupils were examined in the boys' school, and 95 in the girls'. In accordance with the conditions before explained, 30 boys and 50 girls were qualified for premiums. That is, 38 per cent. of the total number examined were successful in the former, and 53 per cent. in the latter school. But this single result would not of itself prove the superiority of the female over the male department. It will be necessary, further, to ascertain the educational activity of each in another direction, namely, in the number of pupils promoted during the year from class to class. In the following table, the number of promotions is given, and is compared with the daily average attendance for the same period:—

	Boys.	Girls.
Number in daily average attendance, . . .	93	89
" promoted to higher classes, . . .	40	55
Centesimal proportions, . . .	43	62

These combined results show a marked superiority in the girls' school over the boys'. Independently, they prove that the former is in a high state of efficiency and progress.

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Appendix B. With respect to religious denomination, the pupils on the rolls for the quarter ended 31st December, 1871, are thus distributed:—

Reports upon District and Minor Model Schools.	Boys.	Girls.	Indians.	Total.
Number of pupils on rolls.	118	113	84	314
" belonging to the Established Church.	49	51	46	146
" " Roman Catholic "	1	3	-	4
" " Presbyterian "	56	46	33	135
" " Others.	14	12	5	31

The following table shows the number of pupils in the same quarter of 1871 paying, respectively, the different rates of school-fee :—

Basis of Payment.	Boys.	Girls.	Infants.	Total.
5c. per quarter,	67	46	22	135
1c. 6d. "	21	31	33	84
1c. 1d. "	30	35	30	95

The total amount of payments made in school-fees for the whole year was :—

[illegible]

Annual Public Examination.—The annual public examination and distribution of premiums took place on the 10th November, in the presence of a large and highly respectable assemblage of the parents and friends of popular education. The examination-room, as usual, presented a gay appearance, the walls being tastefully decorated, and, besides, exhibiting various specimens of the pupils' performances. The programme of the day's proceedings contained a pleasing variety. The reading and the recitation of selected passages in prose and verse afforded much gratification, as did also the accurate and ready answers of the pupils in geography, arithmetic, and physical science. The infant pupils, under the direction of their accomplished teacher, came in, as usual, for a large share of the popularity of the day. On the conclusion of the examination, the certificates of merit were handed, amidst applause, to the successful pupils.

I am, gentlemen, your obedient servant.

ANDREW O'CALLAGHAN, Hond Inspector.

The Secretaries, &c.

Ballymoney No. 13.—ANNUAL REPORT upon the BALLYMONEY MINOR MODEL SCHOOL, for the year 1871, by ANDREW O'CALLAGHAN, Esq., Head Inspector.

Londonderry, 30th January, 1872.

GENTLEMEN,—I have the honour to submit for the information of the Commissioners, my report on the Ballymoney Minor Model School for the year 1871.

Buildings, &c.—The school-rooms are in good repair, and the furniture, &c., well preserved and in good order. The grounds are kept in a satisfactory manner, and the premises generally are maintained in a clean and orderly condition.

But there is one very serious cause of extreme dissatisfaction, namely, the want of space accommodation for classes, which being wholly inadequate, causes daily confusion, embarrasses the teachers, and interposes difficulties in the way of methodic organization and effective teaching.

Number of pupils, &c.—There has been a very marked increase in the number of pupils in average attendance during the past year. This evidence of progress, strongly marked in the other departments, is conspicuous in the boys' school. There is no doubt that the number in attendance in it would be still larger, but for the want of room to which I have drawn attention already. This very full attendance, overflowing the allotted space, is supplied from only a section of the inhabitants since, owing to the continuance in force of the prohibition of the Roman Catholic bishops, the source of supply from that religious denomination is entirely cut off.

The following table exhibits the average number on rolls and in average attendance for the years 1870 and 1871 :—

	1870.		1871.	
	Rolls.	Attendance.	Rolls.	Attendance.
Boys' School, . . .	100.3	75.9	113.7	80.5
Girls' " . . .	77.4	57.6	85.6	62.1
Infant " . . .	66.6	55.2	71.2	67.0
Totals, . . .	244.3	188.7	270.5	207.6

Classification of pupils and average ages.—The number of pupils on rolls, on the 31st December, 1871, was distributed amongst the five classes, in the proportions shown in the following table, which also exhibits the average age in each class :—

	No. on rolls.			Average age.		
	Boys.	Girls.	Infants.	Boys.	Girls.	Infants.
First class, . . .	—	3	37	—	8.3	4.6
Second " . . .	37	17	37	10	10.4	5.7
Third " . . .	48	41	5	11.6	10.5	6.9
Fourth " . . .	29	23	—	12.7	12.6	—
Fifth " . . .	10	13	—	15.4	13	—
Totals, . . .	124	97	79	11.7	11.2	5.3

Besides the ordinary branches of reading, writing, &c., there are certain extra subjects in some of which, such as singing, most of the pupils receive instruction; and in others, such as geometry, the upper division only of the boys' school. In the following extra-subjects, 39 pupils are under instruction, namely, mensuration, euclid, algebra, book-keeping, and physical sciences. The same number are lectured also in agriculture, and the leading scientific principles which guide skillful farming are explained by the trained agriculturist, who has charge of the adjoining model farm. The pupils have the means of witnessing there the practical application of the principles which are explained to them in the text-book on the subject, and in the lectures of the agriculturist. But no portion of the pupils, forming a practising class, are employed in the farm.

The annual examination was held in August, and was conducted by Mr. Bole, District Inspector, and myself. The results are exhibited below in a tabular form. The examination was of a searching character and embraced all the subjects of the school course. There was a minimum standard for each division, and any answering which fell below it, was excluded from consideration in the determination of the premiums. Fifty-five per cent. was the minimum in the junior division, 60 in the middle, and 65 in the senior.

Appendix B. The following table, to which I have referred, exhibits the number of pupils in each class, who obtained premiums under these conditions:—

Reports upon District and Minor Model Schools.	No. whose answers amounted to 80 per cent. and under 90, 70, 60, 55, under 55,	Boys' Classes.					Girls' Classes.				
		1st.	2d.	3d.	4th.	5th.	1st.	2d.	3d.	4th.	5th.
		Total.	Total.	Total.	Total.	Total.	Total.	Total.	Total.	Total.	Total.
	90,	1	—	—	1	2	—	—	1	—	1
	80,	2	1	2	1	6	2	1	2	—	4
	70,	3	5	6	1	15	1	3	4	1	9
	60,	2	1	7	2	12	2	2	5	1	10
	55,	1	13	17	13	44	5	7	13	12	37
		9	20	32	18	70	10	13	25	14	62

From this table it appears that 79 pupils were examined in the boys' school, and 62 in the girls'. In accordance with the conditions already explained, 29 boys and 16 girls were qualified for premiums. That is, 37 per cent. of the total number examined were successful in the former, and 26 per cent. in the latter school. But this single result would not of itself prove a superiority of the male over the female school. It will be necessary further to ascertain the educational activity of each in another direction, namely, in the number of pupils promoted during the year, from class to class. In the following table, the number of promotions is given, and is compared with the daily average attendance for the same period:—

	Boys.	Girls.
Number in daily average attendance,	89	83
" promoted to higher classes,	53	34
Centesimal proportions,	60	37

The number of promotions in the boys' school is large, and in the girls' is almost unprecedented. Under these circumstances, it could not be reasonably expected that the per-centage of premiums should be as high in the latter as in the former school. These combined results prove that both departments are in a high state of efficiency.

With respect to religious denomination, the pupils on the rolls, for the quarter ended 31st December, are thus distributed:—

No. of pupils on rolls,	Boys.	Girls.	Infants.	Total.
" belonging to Established Church,	124	97	79	300
" " Roman Catholic "	16	17	15	48
" " Presbyterian "	1	1	—	2
Others,	163	71	64	241
	4	5	—	9

The following table shows the number of pupils, in the same quarter of 1871, paying respectively, the different rates of school-fees:—

Rates of Payment.	Boys.	Girls.	Infants.	Total.
5s. per quarter,	62	30	19	102
2s. 6d. "	35	32	25	92
1s. 1d. "	27	35	44	106

The total amount of payments made in school-fees for the whole year, was:—

	£	s.	d.
In Boys' School,	61	18	4
In Girls' "	39	16	1
In Infants' "	27	7	7
Total,	£127	2	0

Public examination.—The public examination and distribution of premiums took place on the 31st October. There was, as in previous years a crowded attendance of the relatives of the pupils, and of the leading inhabitants of the vicinity, who take a deep interest in popular education, and specially, in the progress and welfare of this school. The

varied and interesting programme drawn up by the teachers was fully carried out. Several of the pupil-teachers and monitors examined particular drafts and evinced tact and spirit, showing by their facility in putting questions, and the methodic character of their mode of examination, that the training they received in this school, has been highly successful.

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—
Reports upon District and Minor Model Schools.
—
Daily news

I am, gentlemen, your obedient servant,

ANDREW O'CALLAGHAN, Head Inspector.

The Secretaries, &c.

No. 14.—ANNUAL REPORT, for the year 1871, upon the GALWAY *Galway.*
DISTRICT MODEL SCHOOL, by JAMES PATTERSON, Esq., Head Inspector.

GENTLEMEN,—In furnishing my fourth annual report upon the Galway District Model School I will, for the sake of comparison, take up, in order, the several topics noticed in my previous reports.

I. *The Edifice.*—The buildings and grounds were kept, during the year 1871, in a state of good order and neatness very creditable to the resident master and matron, Mr. and Mrs. Moylan. Whatever repairs were necessary were promptly executed under direction of the Board of Works. There was, however, but slight expenditure required.

II. *The Staff of Teachers.*—Only the Assistant Master has been changed since my last report. Mr. Morrison was, at his own request, removed to the Athy Model School, and his place here taken by Mr. M'Donnell, on the 1st May. The staff of teachers at the end of 1871 consisted of the following:—

MALE SCHOOL,	Principal, Mr. J. Moylan, Roman Catholic. Assistant, Mr. W. J. M'Donnell, Presbyterian.
FEMALE SCHOOL,	Principal, Miss M. Healy, Roman Catholic. Assistant, Miss J. Greer, of Church of Ireland.
INFANT SCHOOLS,	Principal, Mrs. J. McCallagh, of Church of Ireland. Assistant, Miss M. O'Malley, Roman Catholic.
Also, teacher of Vocal Music in the Male and Female Schools, Mr. J. J. O'Shanassy, of the Church of Ireland.	

III. (a) *Pupil-Teachers.*—At the opening of the year there were in office five pupil-teachers (young men). These, on completing the year of training for which they were received into the institution, were recommended for continuance during a second year; one soon received an appointment as teacher in a National school, one was transferred as pupil-teacher to another model school nearer his home, and three remained till the end of the year. Two others, appointed in place of those who left, resigned a few months afterwards, one without assigning any satisfactory cause, and the other because his father (a schoolmaster), who over-estimated the lad's abilities and previous acquirements, thought the course of instruction not sufficiently advanced.

(b) *Monitors.*—One (the only) male monitor, appointed in June, 1870, resigned in October, 1871, to enter the Queen's College, Galway. His successor was not appointed until the end of the year. Of the five mistresses in the school when the year opened, four continued in office till its close; one died on the 27th December.

The conduct of the pupil-teachers and monitors was excellent. The result of the pupil-teachers' examination, however, was not such as to satisfy me that the master had devoted sufficient care to their instruction. The monitors, male and female, with one exception, acquitted themselves

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very fairly at their examination, the poor girl that afterwards died being one of the best.

IV. *Number of Pupils.*—The attendance at the school showed no improvement this year, the opposition to it on the part of the Roman Catholic clergy being unabated, and there being a free school in the town for the children of the few Protestant poor. For the four years that this model school has been under my superintendence the following were the numbers:—

	In Male School.	In Female School.	In Infant School.	Total.
1868. { Average No. on Rolls, . . .	81	55	49	185
{ Average daily attendance, . .	61	43	30	142
1869. { Average No. on Rolls, . . .	77	55	43	175
{ Average daily attendance, . .	58	43	33	134
1870. { Average No. on Rolls, . . .	67	40	37	144
{ Average daily attendance, . .	51	32	29	112
1871. { Average No. on Rolls, . . .	69	42	37	138
{ Average daily attendance, . .	49	33	30	112

V. *Religious Denominations of Pupils.*—On the 31st December, 1868, 1869, 1870, and 1871, the numbers of pupils of the several religious denominations on the rolls of the school stood thus:—

	No. of Pupils on Rolls at end of year			
	1868.	1869.	1870.	1871.
Of the Established Church, or Church of Ireland, . . .	50	74	64	64
" Roman Catholics, . . .	37	32	27	25
" Presbyterians, . . .	38	49	39	41
" Protestant Dissenters, . .	18	29	16	13
Total, . . .	192	166	146	143

VI. *The numbers paying the different Rates of School-fees* (there being no free scholars) were these:—

	No. of Pupils on Rolls at end of year			
	1868.	1869.	1870.	1871.
Paying 5s. a quarter, . . .	76	73	53	61
2s. 6d. " . . .	71	67	56	57
1s. 1d. " . . .	45	26	39	25
Total, . . .	192	166	148	143

VII.—*Instruction and proficiency of the Pupils.*—In the instruction of the pupils the ordinary programme for National schools was followed. Instruction was also given in vocal music, by a special teacher; and, out of the ordinary school hours, in physical science by the head master, and in drawing by the assistant master, who received extra remuneration from the Science and Art Department, South Kensington, for the passes made by their pupils in these branches and in elementary mathematics. Early in September, the three departments of the school—male, female, and infant—were carefully examined by Mr. Hamilton, the District Inspector, and me, when we assigned the premiums (amount £15) granted by the Commissioners of National Education to the most deserving pupils, which were presented to the children at the public examination held immediately afterwards. The proficiency in the ordinary branches exhibited by the pupils then examined, viz., 51 boys, 38 girls, and 36 infants, was as follows:—

Boys.—*Reading* sufficiently fluent and intelligible; not distinguished by much style or finish: *Writing* in the junior classes fair, in the senior only middling: *Arithmetic* very fair: *Dictation Exercise* fair in the junior classes, very unsatisfactory in the senior: *Grammar* middling: *Geography* poor.

GIRLS.—*Reading and Writing* satisfactory: *Arithmetic* fair: *Dictation* *Appendix B*
Exercise satisfactory: *Grammar, Geography, and Needlework* fair.

INFANTS.—Proficiency in *Reading, Writing, Arithmetic, and Geo-* *Reports*
graphy were above what might be expected from their years; and their *District*
 progress in general quite satisfactory. *and Minor*

As to *Extra Branches*, the boys and girls had made sufficient progress in *Model*
Food Music to be able to sing together a number of songs very pleasingly, *Schools.*
 though not many could take "second part;" in *Freehand Drawing* a fair *Galway.*
 number had acquired a moderate degree of skill; and the class of boys
 learning *Geometry, Algebra, and Physical Science* had acquired as much
 knowledge of those subjects as could reasonably be expected of students
 so young.

VIII. The *Religious Instruction of the Pupils* continued to be given
 to those of the different denominations separately as in the previous
 years. Some of the Protestant clergy of the town visited pretty regu-
 larly for the purpose of directing the instruction of the Protestant
 children; and all the teachers, Roman Catholic and Protestant, engaged
 daily in the instruction of the children of their own communion.

IX. *Ages of the Pupils.*—Of the children present at the annual ex-
 amination—

29	were under seven years of age.
65	" seven, but under twelve years.
29	" twelve, but under fifteen years.
10	" fifteen years of age, or more.

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The average age of the boys was 11·9 years, of the girls 11·9 years,
 and of the infants 6·6 years.

X. *Behaviour of the Pupils.*—No fault could be found with the be-
 haviour of the pupils throughout the year. The utmost harmony pre-
 vailed among them, and they were uniformly docile and obedient to their
 teachers.

I have the honour to be, gentlemen, your obedient servant,
 JAMES PATTERSON, Head Inspector.

The Secretaries, &c.

No. 15.—ANNUAL REPORT, for the year 1871, upon the LIMERICK *Limerick.*
DISTRICT MODEL SCHOOL, by JAMES PATTERSON, Esq., Head
Inspector.

GENTLEMEN,—I have the honour to present, for the information of the
 Commissioners of National Education, this, my fourth annual report
 on the Limerick District Model School.

Teachers.—The staff of teachers nominally in office at the end of 1871
 was the following:—

IN MALE SCHOOL,	Principal, Mr. Edmund Downing, Roman Catholic.
	Assistant, Mr. John Henderson, Church of Ireland.
" FEMALE "	Principal, Miss M. M. Campion, Roman Catholic.
	Assistant, Miss R. Weir, Presbyterian.
" INFANT "	Principal, Miss W. Clarke, Church of Ireland.
	Assistant, Miss R. Nangle, Roman Catholic.
	Teacher of Navigation, &c., Mr. P. Murray, Roman Catholic.
	Teacher of Vocal Music, Mr. C. Widd, Roman Catholic.

Miss Campion, however, after a protracted illness, during much of
 which she struggled hard to discharge the duties of her situation, died,
 I regret to say, a day or two after the close of the year. And her
 assistant, Miss Weir, was obliged by illness to be much absent. Miss
 Campion's place, during her absence, was filled by Miss Gallagher, a

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most diligent and painstaking teacher. Except when prevented by illness all the teachers were ever to be found at their proper posts, and they were always most attentive to the rules of the school.

Pupil-Teachers and Monitors.—Seven pupil-teachers (young men) and nine monitresses are the numbers received to be educated in this model school; the former for one or two years, the latter for four, for the position of teachers of National schools. One pupil-teacher, having nearly completed his term of two years at Limerick, was admitted this year into the Central Training Establishment, Dublin, for the teachers' course; one was taken to Glasnevin for training in agriculture; one, at the end of his first year as pupil-teacher, was not recommended to be continued a second, as he had not profited sufficiently by the instruction he had already received, and one troublesome boy was dismissed. The other six who had been on the establishment from the beginning of the year, remained till after its termination. The places of three who left were filled before the end of the year; one remained vacant, no suitable candidate presenting himself. Of the monitresses—one obtained a situation as teacher, one was called to Dublin for training in the Central Establishment, one was obliged to give up her place for misconduct, one resigned a few days after her appointment, probably under clerical coercion. The places of these were filled, and there were nine monitresses at the close of the year as there had been at its opening.

With the three exceptions, the pupil-teachers and monitresses were well-behaved throughout the year.

Number of Pupils.—The attendance, which had fallen off in 1870, improved somewhat in 1871, except that of the infants, which was still a little less than in the previous year. The average numbers on rolls, and in daily attendance, for the last four years were these:—

	In Male School.	In Female School.	In Infant School.	Total.
1868. { Average No. on Rolls, . . .	137	119	110	366
{ Average daily attendance, . .	100	87	82	269
1869. { Average No. on Rolls, . . .	117	89	89	315
{ Average daily attendance, . .	84	76	76	246
1870. { Average No. on Rolls, . . .	113	84	91	288
{ Average daily attendance, . .	81	66	76	223
1871. { Average No. on Rolls, . . .	128	98	88	312
{ Average daily attendance, . .	97	73	70	240

Religious Denominations of Pupils.—The numbers of pupils on the rolls, according to their religious denominations, were these:—

	No. of Pupils on the Rolls on			
	31st Dec., 1868.	31st Dec., 1869.	31st Dec., 1870.	31st Dec., 1871.
Of the Established Church, or				
Church of Ireland, . . .	245	227	200	223
Roman Catholics, . . .	37	39	63	82
Presbyterians, . . .	25	29	22	22
Other Protestants, . . .	32	28	31	35
Total, . . .	339	314	316	362

The Rates of Payment by the Pupils were these:—

	No. of Pupils on the Rolls on			
	31st Dec., 1868.	31st Dec., 1869.	31st Dec., 1870.	31st Dec., 1871.
Paying 5s. 6d. a quarter, . . .	142	132	108	123
" 2s. 6d. " . . .	191	111	114	124
" 1s. 1d. " . . .	95	71	94	115
Total, . . .	428	314	316	362

Annual Examination: Instruction and Proficiency of the Pupils.—Appendix B.
 The annual public examination was held on the 21st of September, when the large examination-hall was, as usual, quite filled with spectators, who were unanimous in expression of their gratification at the results produced in the school. The premiums given by the Commissioners to the most deserving of the pupils were handed to them at the close of this examination, but had been awarded previously, after the preliminary examination, extending over several days, when Dr. Potterton (the District Inspector), Mr. Molony (Inspector acting for Dr. Potterton during the illness of the latter), and I tested the knowledge of every individual child and the comparative merits of all. Two hundred and twenty-one children (two more than in 1870) were examined. The classification of the pupils examined in 1870 and in 1871 stood thus:—

	In 1870.				In 1871.			
	Boys.	Girls.	Infants.	Total.	Boys.	Girls.	Infants.	Total.
Reading Book I.,	2	6	44	52	—	3	36	39
" II.,	31	25	32	88	35	30	14	79
" III.,	24	35	—	59	39	26	9	69
" IV.,	8	6	—	14	13	19	—	32
" V.,	6	—	—	6	7	4	—	11
Total,	71	72	76	219	88	77	59	224

The classification standing rather higher in 1871 than in 1870 indicated a fair degree of progress during the interval, but no more than I always expect to find in an ordinary National school. That it did not exceed this in the female school is attributable to the long illness of both the principal and the assistant teachers. But that the general proficiency of the classes in the male school was not found to be much higher than it might be in a good ordinary National school can only be accounted from the supposition that the head master, who possesses distinguished ability, allowed his mind to be divided between attention to his school and preparation for a higher office for which he was a candidate. With the infant school no fault was to be found, the children there having made all the progress that could be desired.

Religious Instruction.—The pupils continued to receive religious instruction during 1871 as in the past years of my connexion with the school and for a considerable period prior to it, Protestant clergymen of the city and neighbourhood attending regularly for the instruction of the children of their own communion, and the Roman Catholic children being regularly catechised by the teachers professing their own faith, who hold office in the school, as were the Protestant children on the days their pastors did not attend.

Ages of the Pupils.—Of the children present at the annual examination—

43	were under seven years of age.
116	" seven, but under twelve years.
55	" twelve, but under fifteen.
7	" fifteen years of age or more.
221	

I have the honour to be, gentlemen, your obedient servant,

JAMES PATTERSON, Head Inspector.

The Secretaries, Education Office.

Appendix B. No. 16.—ANNUAL REPORT for the year 1871, upon the PARSONS-TOWN MINOR MODEL SCHOOL, by JAMES PATTERSON, Esq., Head Inspector.

Reports upon District and Minor Model Schools.

Parsons-town.

(KENTLEMEN,)—In this, my eighth annual report on the Parsons-town Minor Model School, I have the satisfaction of recording continued progress and increased success. The number of scholars in attendance was never before so large; the mixed character of the school as to religious denomination of the pupils was even more marked than in the previous year, when I alluded to it as more marked than it had been for some years past; and the teaching was characterized by most praiseworthy earnestness, intelligence, and efficiency.

Edifice.—The school buildings required little outlay during the year. They are sufficiently commodious, and in a good state of repair.

Staff of Teachers.—Some changes in the staff of teachers took place since my last report, the principal teacher of the infant school (Miss Hartigan) having resigned, on account of her approaching marriage, was succeeded by Miss M. H. O'Brien (now Mrs. McGarry), formerly assistant in the female school, whose place there was taken by Miss K. Redmond, and Miss Porter, assistant in the infant school, who was promoted to another model school, was succeeded here by Miss Foster. On the 31st December, 1871, the following teachers were in office:—

IN MALE SCHOOL, . . .	Principal, Mr. James McGarry, <i>Roman Catholic.</i> Assistant, Mr. William McMahon, <i>Church of Ireland.</i>
“ FEMALE ” . . .	Principal, Miss Eliza Butler, <i>Church of Ireland.</i> Assistant, Miss Kate Redmond, <i>Roman Catholic.</i>
“ INFANT ” . . .	Principal, Mrs. Mary H. McGarry, <i>Roman Catholic.</i> Assistant, Miss M. Foster, <i>Presbyterian.</i>

The devotion of all the teachers to their work, the ability with which they perform it, their uniform good temper, and all their deportment continue to merit the highest praise.

Pupil Teachers and Monitors.—During the year there were three male and two female pupil teachers, and one male and four female monitors in office. The conduct of these young persons was unexceptionable, and their progress in study satisfactory. Those of them who ultimately become teachers will be well prepared to conduct their schools with efficiency; but the very excellence of the education they receive here, fitting them, as it does, for so many employments more attractive to the young, and more remunerative than that of teacher of an ordinary National school, will probably prevent several from following the career which is the proper end of their training.

Number of Pupils.—The following table shows that the average number on the rolls, and the average daily attendance were still greater in 1871 than in 1868 or 1869, and even greater than they were in 1867, the year previous to that in which a new school, still in flourishing operation, was opened in opposition to the model school:—

	1867.	Male School.	Female School.	Infant School.	Total.
Average No. on Rolls, . . .	84	56	36		176
Average Daily Attendance, . . .	60	46	29		141
1868.					
Average No. on Rolls, . . .	67	48	40		155
Average Daily Attendance, . . .	48	39	33		120
1869.					
Average No. on Rolls, . . .	68	52	41		159
Average Daily Attendance, . . .	50	43	34		127
1870.					
Average No. on Rolls, . . .	66	55	49		169
Average Daily Attendance, . . .	52	44	40		136
1871.					
Average No. on Rolls, . . .	78	73	52		203
Average Daily Attendance, . . .	61	61	43		165

Religious Denominations of the Pupils.—The numbers of pupils of the various religious denominations on the rolls at the end respectively of 1868, 1869, 1870, and 1871 were these—

	Numbers of Children					Reports upon District and Minor Model Schools.
	Of Church of Ireland.	Roman Catholics.	Presbyterians.	Protestant Dissenters.	Total.	
On 31st December, 1868:—						Parsons.
On Rolls,	50	44	8	6	150	
Per Cent.,	60	20·3	5·3	5·3	100	
On 31st December, 1869:—						
On Rolls,	93	50	8	7	157	
Per Cent.,	50·6	31·6	5·1	4·5	100	
On 31st December, 1870:—						
On Rolls,	97	73	14	10	194	
Per Cent.,	50	37·6	7·2	5·2	100	
On 31st December, 1871:—						
On Rolls,	148	93	12	7	260	
Per Cent.,	49·1	42·3	5·4	3·2	100	

The School-fees paid by the same pupils, were at the following rates:—

	Number of Pupils on Rolls on			
	31st Dec., 1868.	31st Dec., 1869.	31st Dec., 1870.	31st Dec., 1871.
At 5s. per quarter, . .	106	110	121	125
“ 2s. 6d. “	39	44	63	91
“ 1s. 1d. “	3	3	5	4
Total,	150	157	184	220

Classification and Instruction of the Pupils: Annual Examination.—The annual public examination before the Earl of Rosse, who continues to the school the generous support accorded to it by his lamented father, and by his visits as well as by his gifts, affords the most beneficial encouragement to teachers and pupils, was held on the 4th of April, in the usual manner. The examination-hall was filled by the gentry and Protestant clergy of the town and surrounding country, many of whom came long distances to witness it; and by the relatives and friends of the children. With the answering and demeanour of the pupils, all—especially those who, like Lord Rosse, had on private visits, when the ordinary business was going on, seen and heard the classes under instruction—were perfectly satisfied. Dr. Brown, the District Inspector, and I had previously examined every class most carefully in all parts of its programme, and ascertained that they had been taught carefully, judiciously, and with great success. The children then examined were classed thus:—

	Boys.	Girls.	Infants.	Total.
Reading First Book, . .	—	—	20	20
“ Second “	23	23	29	65
“ Third “	31	27	—	58
“ Fourth “	9	9	—	18
“ Fifth “	6	6	—	12
Total,	68	65	40	173

Ages of the Pupils Examined:—

	In 1868.	In 1869.	In 1870.	In 1871.
Number under seven years, . .	21	23	28	28
“ of seven, but under twelve, .	52	56	59	73
“ twelve, “ fifteen,	58	44	43	52
“ fifteen years or upwards, . .	16	12	9	20
Total,	129	137	133	173

While the number of pupils under twelve years of age was 12½ per cent. greater in 1871 than in 1870, the number over twelve was 38 per cent. greater, the reputation of the model school attracting big boys and

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District and Minor
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town.

girls who had hitherto been attending the surrounding ordinary National schools and others, and desired a higher class of instruction for a short time before going to business.

Religious Instruction.—No alteration was made in 1871 in the previously existing arrangements for the religious instruction of the pupils. The Protestant children had the advantage of being taught weekly by their own pastors, and under their direction by the teachers, whose religious denominations were the same; the Roman Catholics, whose pastors did not visit the school, were catechised by the teachers, pupil-teachers, and monitors of their own faith.

I have the honour to be, gentlemen, your obedient servant,

J. PATTERSON, Head Inspector.

The Secretaries, Education Office.

Trim. No. 17.—ANNUAL REPORT for 1871, on TRIM DISTRICT MODEL SCHOOL, by M. FITZGERALD, Esq., Head Inspector.

March, 1872.

GENTLEMEN,—I have the honour to submit for the consideration of the Commissioners of National Education the following report on the Trim District Model School, for last year.

No alteration has taken place during the year in the school buildings, which are in good general repair. The walls and woodwork, however, requires painting.

Comparing the state of the school during 1871 with its condition in the preceding year, very little change is observable. The attendance in each department is almost identical, and under all the other heads of comparison there is a striking similarity in both years.

The boys' school continues in an efficient state; and, notwithstanding the steady decrease of the population, attracts as large an attendance as in past years. Mr. Freshill, the head master, who has presided over this school since its opening, some twenty-three years ago, possesses the full confidence of all classes in the town and neighbourhood—a confidence which he well merits by his ability as a teacher, and by the unwearied assiduity with which he discharges his duty. The assistant master and the pupil-teachers have also worked well during the past year; and there has been satisfactory progress made by the pupils. At no time since it came under my inspection has the male department been in so efficient a state.

I regret that I cannot speak in similar terms of the female department. Owing to the continued opposition of the Roman Catholic clergy, the attendance in this school is little more than nominal—the average for 1871 having been only 13·2. It would be unjust to lay the blame of this low attendance on the teacher, who is powerless to prevent it; but I am compelled to say that the few children who do attend are not as efficiently taught as they should be. I am aware that a very small attendance is disheartening both to teacher and pupils; but under the peculiar circumstances of this school, the mistress—who is an experienced teacher of long standing as principal of a model school—ought to take a pride in showing that the efficiency of the instruction was not affected by the diminution of the numbers receiving it. One would expect that she would concentrate her attention with increased energy on the few left, if with no higher purpose, at least to show that the decrease in the attendance was not in any way attributable to neglect on her part. This

she has not done, although I have frequently remonstrated with her, and pointed out the details which especially needed improvement.

The infant department has also suffered from the opposition already referred to, but not to quite the same extent as the girls' school—the average attendance in 1871 having been 22·0. The infant school mistress discharges her duty with attention and care, and the comparatively few children now in the school receive quite as efficient training and instruction as the larger numbers who preceded them.

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Trim.

It is now over three years since the determined opposition to these schools set in, on the opening of the convent school in the town. It is confined entirely to the female and infant departments, and has rather increased in violence than otherwise during the past year. Consequent on the decrease in the attendance, the staff of these departments has been reduced to a minimum, and there is now but one teacher and one mistress in each.

It is worthy of consideration whether the female and infant schools should not be amalgamated under a single teacher. The attendance in the combined schools would seldom exceed 40, unless some remarkable change were to take place, and it would be easy to provide for such change should the necessity arise. The cost of the schools at present is excessive in proportion to the numbers taught; and I am disposed to think that one school, with a reasonably good attendance, would be more efficient than the two small schools now are.

The annual public examination and distribution of premiums was held on the 2nd of November. The attendance of the parents and friends of the children and of the general public was somewhat larger than in former years.

I give in an appendix a series of tables showing the condition of the school, under different aspects, for the last two years.

I have the honour to be, gentlemen, your obedient servant,

M. FITZGERALD, Head Inspector.

The Secretaries, Education Office.

APPENDIX to REPORT on TRIM DISTRICT MODEL SCHOOL for 1871.

TABLE I.—Statistics of Attendance.

	1870.				
	Boys.	Girls.	Infants.	Total.	
Total number of individual pupils on rolls,	203	32	54	289	
Average number of pupils on rolls,	141·8	29·6	30·2	192·4	
Average daily attendance,	101·8	13·1	21·0	135·9	
	1871.				
	Boys.	Girls.	Infants.	Total.	
Total number of individual pupils on rolls,	219	34	71	324	
Average number of pupils on rolls,	148·4	21·9	35·0	205·3	
Average daily attendance,	99·8	13·2	22·0	135·0	

TABLE II.—Classification of Pupils on Rolls.

	1870.						1871.					
	Classes.						Classes.					
	1st.	2nd.	3rd.	4th.	5th.	Total.	1st.	2nd.	3rd.	4th.	5th.	Total.
Boys,	15	62	39	63	24	203	15	93	36	62	13	219
Girls,	—	13	7	3	3	32	2	8	8	7	6	31
Infants,	28	26	—	—	—	54	44	27	—	—	—	71
Total,	43	101	46	72	27	289	61	128	44	69	19	324

Appendix.

TABLE III.—Ages of the Pupils on Rolls.

Reports upon District and Minor Model Schools.	Age in years.	1870.				1871.			
		Boys.	Girls.	Infants.	Total.	Boys.	Girls.	Infants.	Total.
Trim.	Under 6,	1	—	28	29	—	—	51	51
	6 and under 7,	4	—	12	16	8	1	13	22
	7	31	—	4	25	26	1	0	32
	8	9	16	4	29	27	5	1	33
	9	10	12	2	24	19	1	—	20
	10	11	23	7	41	21	5	—	26
	11	12	30	4	46	27	3	—	30
	12	13	37	5	55	38	2	—	40
	13	14	12	3	29	16	5	—	21
	14	15	22	4	41	17	6	—	23
	15	16	15	3	34	12	1	—	13
	16	17	10	—	27	6	1	—	7
	17 and above,	10	—	—	10	0	—	—	0
	Total,	203	32	54	289	219	31	71	321

TABLE IV.—Religious Denomination of Pupils on Rolls.

	1870.				1871.			
	Boys.	Girls.	Infants.	Total.	Boys.	Girls.	Infants.	Total.
Established Church,	36	26	23	85	33	22	29	84
Roman Catholics,	164	4	31	199	185	7	23	215
Presbyterians,	3	2	—	5	—	—	—	—
Others,	—	—	—	—	1	2	3	6
Total,	203	32	54	289	219	31	71	321

TABLE V.—Rates of Payment.

School.	1870.				1871.			
	No. per qr.	2s. 6d. per qr.	1s. 1d. per qr.	Amount of School-fee.	No. per qr.	2s. 6d. per qr.	1s. 1d. per qr.	Amount of School-fee.
Boys,	27	36	133	£45 8 0	31	36	151	£44 2 3
Girls,	3	11	14	5 5 7	1	12	15	3 6 4 5
Infants,	—	1	46	4 11 8	3	4	60	4 6 4 4
Total,	30	48	197	55 3 3	35	52	226	5 6 10 11

TABLE VI.—Amount of School Requisites sold at Reduced Rates.

	1870.			1871.		
	£	s.	d.	£	s.	d.
Boys' School,	9	5	4	10	10	3 1/2
Girls' " "	1	6	1	0	14	5 1/2
Infants' " "	0	12	0	0	11	9 1/2
Total,	11	3	5	11	16	11 1/2

TABLE VII.—Showing the results of Science Teaching under the Science and Art Department, in connexion with Trim District Model School.

Year in which instruction was given.	Number "passed" each year.	Number of Queen's Prizes.	Amount paid to the Teacher by the Science and Art Department.	Subjects taught.
1866	33	19	£ 75 15 0	Magnetism and Electricity.
1867	30	15	67 10 0	Acoustics, Light, and Heat.
1868	40	28	103 0 0	Geology.
1869	49	7	83 10 0	Physiology—Electricity, and Magnetism.
1870	41	9	58 18 0	Physiology—Physical Geography.
1871	35	8	75 0 0	Physiology—Physical Geography and Geology.

NO. 18.—ANNUAL REPORT for 1871, on BAILIEBOROUGH DISTRICT MODEL SCHOOL, by M. FITZGERALD, Esq., Head Inspector.

Appendix B.
Reports
upon
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and Minor
Model
Schools,
Bailieboro'.

January, 1872.

GENTLEMEN,—I beg to submit the following as my report on Bailieborough Model School, for the year 1871 :—

I regret to be again obliged to call attention to the very inadequate accommodation afforded in this school. Every year, for the past four years, I have brought prominently under notice the necessity of enlarging the school buildings; and I am aware that Mr. Simpson, the District Inspector, has made similar representations. As an illustration of the difficulties we have to contend with for want of space, I may mention that I have many times seen boys and girls obliged to stand at the windows, and even to kneel at forms when writing their copies.

Nor is want of school space the only defect in this school. The premises are only partially enclosed, and the school-yards are constantly exposed to trespass, and the school property to injury in consequence. There is also great difficulty and delay in getting even trifling repairs executed. I have known a large hole in the ceiling of the girls' school to remain unrepaired for several months; and, in wet weather, the water flows in under the door of the infant school in such a manner as to flood the greater part of the room. These matters are the more surprising because they appear, in great measure, confined to Bailieborough school; at least I do not find similar neglect in any of the other model schools under my charge.

There should be no difficulty in having the necessary works executed here. What is required is to build a new school-room for the boys, for which there is ample space beside the present boys' school-room. This room, which could be connected with the present boys' class-room by a passage, would suffice for the boys. The present boys' school-room could be given to the infants; and the infants' room to the girls, off whose room it opens. It is obvious that the erection of the new room, and of a suitable boundary wall, need not interfere with the operation of the schools for a single day; and that the whole could be completed in a few months. I trust sincerely that another year will not be allowed to elapse without this very necessary work being carried out.

The year 1871 has been one of steady progress in this model school: in fact, every year since I have known it there has been an improvement over the preceding year. The Tables, which will be found in the Appendix, enable us to estimate this progress for the past two years. From these we learn that the average attendance rose from 217·4 in 1870, to 241·1 in 1871; the increase being principally in the boys' school. Going two years further back, the average attendance in 1868 was 195·5; this average rose in 1869 to 207·4, and in 1870 and 1871 to the numbers given above. Thus, the increase in the average attendance during the last four years was 45·6, or 23·3 per cent. on the average for 1868; and more than half of this increase has taken place within the past year.

I mentioned in former reports on this school that the attendance in the boys' and girls' schools is largely made up of pupils from the country round Bailieborough, many of whom walk three and four miles to and from school every day. This fact accounts for the great discrepancy between the attendance in the infant school and that in the other departments. This school is entirely dependent on the town of Bailieborough for its supply of pupils; for infants under seven years of age cannot walk any considerable distance to school.

I may here mention that I am most particular in requiring children to leave the infant department of all the model schools under my in-

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spection as soon as possible after they have completed their seventh year, indeed the only departure from this rule which I permit is on the approach of the annual examinations, when it would be obviously unfair to insist on their removal.

The literary progress of the pupils has been well maintained during the past year. The teachers are most assiduous in the discharge of their duty, and the education imparted is at once sound, and as comprehensive as is possible in a primary school. Boys and girls who complete their course here, carry with them into the world an amount of useful knowledge such as is rarely acquired in schools of far greater pretensions; and from the skilful and systematic manner in which the various subjects are taught, far less likely to be forgotten. It would be difficult to estimate the benefits conferred on Bailisborough and its neighbourhood by this school, for many years past. The fact that many pupils from other localities lodge in the town for the purpose of attending the model school, proves at once how highly the instruction it affords is valued, and how much schools equally good are wanted elsewhere.

Not least among the benefits conferred by the school must be reckoned the mixing together within its walls of pupils of various religious denominations, on terms of perfect equality and of mutual forbearance and good-will. The statistics under this head are very gratifying. Of 480 pupils on the rolls in 1871, 238, almost exactly half, were Roman Catholics; and of the remaining 242, there were 127 members of the Church of Ireland, and 115 Presbyterians. The proportions in former years were almost the same; and, notwithstanding the fact that party spirit runs high in the locality, religious, or rather sectarian, dissensions are unknown in the school.

The annual public examination and distribution of prizes was held on the 6th of July. The attendance was, as usual, large and influential, and all present seemed much pleased with the progress made by the pupils. The rival race examination of the agricultural class by Mr. Brogan, Inspector of Agricultural Schools, formed a novel and interesting feature in the day's proceedings.

The usual series of Tables will be found in the Appendix.

I have the honour to be, gentlemen, your obedient servant,

M. FITZGERALD, Head Inspector.

The Secretaries, &c., &c.

APPENDIX to REPORT on BAILISBOROUGH DISTRICT MODEL SCHOOL for 1871.

TABLE I.—Statistics of Attendance.

		Boys.	Girls.	Infants.	Total.
1870.	Total number of individual pupils on rolls,	211	181	71	463
	Average number on rolls,	130.2	127.9	43.1	301.2
	Average daily attendance,	95.4	50.2	31.6	217.4
1871.	Total number of individual pupils on rolls,	220	180	80	480
	Average number on rolls,	132.2	127.9	44.5	304.6
	Average daily attendance,	112.8	55.7	32.6	241.1

TABLE II.—Classification of Pupils on Rolls.

	1870. Classes.						1871. Classes.					
	1st.	2nd.	3rd.	4th.	5th.	Total.	1st.	2nd.	3rd.	4th.	5th.	Total.
Boys,	18	37	73	63	28	211	9	39	73	63	36	220
Girls,	7	46	55	46	27	181	4	39	47	54	36	180
Infants,	44	27	—	—	—	71	50	30	—	—	—	80
Total,	61	110	128	109	55	463	63	108	120	117	72	480

TABLE III.—Ages of the Pupils on the Rolls.

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Age in Years.	1870.				1871.				Reports upon District and Minor Model Schools. Baltimore.
	Boys.	Girls.	Infants.	Total.	Boys.	Girls.	Infants.	Total.	
Under 5 years,	—	—	34	34	—	—	42	42	
5 years and under 7 years,	—	—	24	24	—	—	26	26	
7 " " 8 years,	16	—	13	29	21	1	12	34	
8 " " 9 years,	18	18	—	36	25	4	—	29	
9 " " 10 years,	18	15	—	33	16	16	—	32	
10 " " 11 years,	23	21	—	44	24	17	—	41	
11 " " 12 years,	18	22	—	40	18	27	—	45	
12 " " 13 years,	19	23	—	42	25	35	—	60	
13 " " 14 years,	28	31	—	59	17	23	—	40	
14 " " 15 years,	22	13	—	35	26	23	—	49	
15 " " 16 years,	17	10	—	27	15	14	—	29	
16 " " 17 years,	8	10	—	18	18	5	—	23	
17 and above,	16	9	—	25	15	15	—	30	
Total,	211	181	71	463	220	180	80	480	

TABLE IV.—Religious Denomination of Pupils on Rolls.

	1870.				1871.			
	Boys.	Girls.	Infants.	Total.	Boys.	Girls.	Infants.	Total.
Established Church,	52	46	25	123	55	45	27	127
Roman Catholics,	109	87	36	232	166	161	31	358
Presbyterians,	50	20	16	86	50	34	22	106
Total,	211	181	71	463	220	180	80	480

TABLE V.—Rates of Payment.

School.	1870.				1871.			
	5s. per qr.	2s. 6d. per qr.	1s. 1d. per qr.	Amount of School-fees.	5s. per qr.	2s. 6d. per qr.	1s. 1d. per qr.	Amount of School-fees.
Boys',	30	95	86	£50 17 11	27	110	83	£39 12 0
Girls',	9	70	102	40 14 8	15	74	91	45 7 8
Infants',	4	24	43	12 10 4	6	23	46	14 11 4
Total,	43	189	231	104 10 11	48	212	220	118 11 0

TABLE VI.—Amount of Requisites sold at Reduced Rates.

	1870.			1871.		
	£	s.	d.	£	s.	d.
Boys' School,	17	16	7½	17	9	1
Girls' " "	12	16	1	12	12	9
Infants' " "	1	14	0	1	6	5
Total,	32	6	8½	31	8	5

NO. 19.—ANNUAL REPORT for 1871, on the WEST DUBLIN DISTRICT MODEL SCHOOL, by M. FITZGERALD, Esq., Head Inspector.

West Dublin.

Dublin, March 1872.

GENTLEMEN,—I have the honour to submit my annual report on the West Dublin District Model School for the year 1871.

The floor of the upper room of the boys' school having shown symptoms of giving way, it has been temporarily shored up with wooden beams, which it is intended to replace by iron pillars sufficiently strong to remove all apprehension of future accident. The general repairs have been well attended to during the year; and the whole premises have

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Dublin.*

been kept in a very creditable state of cleanliness. It may not be out of place to mention here, that, on the first appearance of the small-pox epidemic in Dublin, steps were immediately taken to disinfect the school-rooms and offices by the free use of carbolic acid and chloride of lime, both of which disinfectants are still in daily use; and, so far as we can judge, with the best result.

In my report for 1870 I had to record a falling off in the attendance, consequent chiefly on the opening of the Christian Brothers' schools in the immediate neighbourhood. I am happy to say that during 1871 our attendance recovered its former dimensions. The actual increase in 1871 over 1870 was 89-1, or 18 per cent. on the average attendance in the latter year; and it is not confined to any one department of the school, or to any one religious denomination among the pupils, in fact it may be considered the natural growth of the school under ordinary conditions. And yet I have no doubt that the new Christian Brothers' schools are also full; showing clearly that there is room for both, and, unless I draw a very incorrect inference from the large numbers of children whom I see playing in the streets of the Liberties, whenever I pass through them during school hours, for even still more schools in that crowded and poverty-stricken district. I would ask even the opponents of model schools to say what would have become of the 886 children who attended the West Dublin Model School in 1871, if that school were not in existence?

I have again to report favourably of the progress of the school during the year. I have more than once pointed out how admirably the instruction given in the school is adapted to the class of pupils who attend it; and how thorough and complete it is within the limits which prudence and experience assign to it. Our pupils, as shown by the Table of Rates of Payment—No. IV. in the Appendix—are, in great degree, of the poorest class. Of the 886 pupils on the rolls in 1871, not a single one was in such circumstances as would justify us in requiring a fee of 2s. a quarter—while no less than 511 were so poor that we could only charge them 1s. 1d. per quarter, or *one penny per week*, there being only 375 whom we could rate so high as 2s. 6d. a quarter. These children as a rule seldom seek for a greater amount of education than will qualify them to become apprentices to the humbler trades, or messengers in shops; and when they have acquired that they leave us. Our object is to give them, while they remain, as sound and as useful an education as we can; and I can confidently assert that this is done. Comparatively few, especially of the boys, remain long enough to reach the highest class; those who do get a superior education, and some of them have, from time to time, obtained lucrative situations by competition. So eager are the boys for employment, and so readily do they get it, that we have great difficulty in keeping up the staff of monitors; and even those who become monitors usually get better, or at least more remunerative employment outside, so that they seldom remain to finish their course. This is a matter which causes us considerable embarrassment in the management of the boys' school. In all other model schools there is a staff of pupil-teachers, who give effective assistance in teaching; but in this school until very recently there were none, because no monitor remained long enough to qualify for promotion to the higher office. There is no domestic establishment for pupil-teachers, and it would be very difficult for lads from the country to provide lodging and board for themselves on the salary allowed. Besides, I have always shrunk from incurring the responsibility of bringing lads of sixteen to eighteen years old from country schools, and exposing them to the dangers and

temptations of a city, without any effective supervision. I have had inquiries made, more than once, in order to find some respectable family in the locality with whom one or two might be placed, but always without success, so that I despair of ever being able to provide a sufficient staff of pupil-teachers. For these reasons the staff in the boys' school has usually been insufficient; compared with that in ordinary National schools much below what it ought to be. The average attendance for 1871 was 184·3—in an ordinary school this attendance would entitle the manager to a principal teacher and five assistants, one of whom might be classed as high as first of second, and the others first of third class. There would also, probably, though not as a matter of right, be some monitors in course of training. Now, in the male department of the West Dublin Model School, there have been, for some years, only a principal teacher and three assistants—one of them a junior assistant—and six paid monitors, the latter being of very little use. I consider this staff insufficient for the attendance, and I see no reason why a model school in Dublin should have fewer teachers than an equally large ordinary school in the country, looking only to the work to be done. I am of opinion that, considering the impossibility of procuring pupil-teachers, and the great difficulty of getting suitable monitors, it would be well to appoint two additional junior assistants. Even thus, the staff of the school would be below that allowed in ordinary schools.

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In the female and infant departments we find no difficulty in keeping up a sufficient staff both of pupil-teachers and monitors.

The annual examination of the whole school was held, as usual, in October, by Mr. Sheehy and myself. Every pupil present was minutely examined in the entire course of instruction for each class, and the answering recorded on the marking sheets. The general proficiency was highly satisfactory, and the progress made during the year quite as good as we could expect. In every case the teacher of the class or draft was present while it was under examination, and we were thus enabled to point out any defects we observed, and to give the necessary directions on the spot. I am bound to say that I have always found the teachers of this school most ready to adopt such suggestions as I have from time to time found it necessary to offer, and most anxious to remove any defects of instruction or organization that I have pointed out. They do their work honestly and earnestly, under circumstances of no ordinary difficulty, and they have earned, as they deserve, the confidence of the parents in a very marked degree. The West Dublin Model School, if less showy and less known than others, is inferior to none in the usefulness of the work it does, and in the efficient manner in which that work is performed.

In the Appendix I give the usual Tables, so arranged as to show the improvement under every head, for 1871, as compared with the year which preceded it.

I have the honour to be, gentlemen,

Your obedient servant,

M. FITZGERALD, Head Inspector.

The Secretaries, Education Office.

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APPENDIX TO REPORT ON WEST DUBLIN DISTRICT MODEL SCHOOL.

TABLE I.—Showing the Statistics of Attendance for year,

	1870.			
	Boys.	Girls.	Infants.	Total.
Total number of individual pupils on roll, .	355	266	199	700
Average number on roll,	202	122	105	429
Average daily attendance,	162.4	87.0	70.1	327.4

	1871.			
	Boys.	Girls.	Infants.	Total.
Total number of individual pupils on roll, .	307	265	234	806
Average number on roll,	235	153	120.6	508
Average daily attendance,	184.3	110.5	91.4	386.4

TABLE II.—Showing the Classification of Individual Pupils according to Lesson Books.

	1870.			1871.		
	Boys.	Girls.	Infants.	Boys.	Girls.	Infants.
First Book,	25	8	153	20	17	160
Second "	168	70	46	103	84	74
Third "	23	69	—	87	97	—
Fourth "	43	32	—	41	46	—
Fifth "	36	16	—	38	19	—
Totals,	355	206	199	307	265	234

TABLE III.—Showing the Classification of Individual Pupils according to Religious Denomination.

	1870.				1871.			
	Boys.	Girls.	Infants.	Total.	Boys.	Girls.	Infants.	Total.
Established Church,	19	13	11	43	21	21	17	59
Roman Catholics,	328	189	181	698	254	237	209	800
Presbyterians,	8	4	7	19	11	7	8	26
Others,	—	—	—	—	1	—	—	1
Totals,	355	206	199	700	307	265	234	806

TABLE IV.—Showing the Classification of Individual Pupils according to Rates of Payment.

	1870.				1871.			
	Boys.	Girls.	Infants.	Total.	Boys.	Girls.	Infants.	Total.
At 5s. per quarter,	—	—	—	—	178	114	43	335
At 2s. 6d. "	164	88	50	310	209	151	151	511
At 1s. 6d. "	191	118	141	450	—	—	—	—
Totals,	355	206	199	700	307	265	234	806

TABLE V.—Showing the Ages of Pupils on Roll.

Age in Years.	1870.				1871.			
	Boys.	Girls.	Infants.	Total.	Boys.	Girls.	Infants.	Total.
Under 5,	—	—	41	41	—	—	64	64
5 and under 6,	—	—	44	44	—	—	49	49
6 " 7,	—	—	57	57	—	—	63	63
7 " 8,	—	—	57	57	—	2	38	40
8 " 9,	63	20	—	83	51	47	—	98
9 " 10,	55	37	—	92	87	40	—	127
10 " 11,	70	37	—	107	69	53	—	122
11 " 12,	46	31	—	77	57	50	—	107
12 " 13,	54	37	—	91	45	38	—	83
13 " 14,	31	21	—	52	25	20	—	45
14 " 15,	23	11	—	34	13	15	—	28
15 and above,	5	4	—	9	3	3	—	6
Totals,	355	206	199	700	307	265	234	806

TABLE VI.—Showing the Amount of School-fees received in each of the following years:—

Amount of school fees received for the year.	{	Boys, Girls, Infants,	1870.			1871.			Reports upon District and Minor Model Schools.
			£	s.	d.	£	s.	d.	
			65	17	7	74	10	9	West Dillon.
			36	3	0	46	18	5	
			26	17	7	32	17	0	
		Totals,	128	18	2	154	6	2	

TABLE VII.—Showing the Amount of Requisites sold during the following years at reduced rates:—

	1870.			1871.		
	£	s.	d.	£	s.	d.
Boys' School,	13	8	5½	22	15	3
Girls' "	10	3	0½	13	18	6
Infants' "	3	5	8½	5	14	2½
Totals,	31	17	2½	40	5	11½

No. 20.—ANNUAL REPORT ON NEWRY DISTRICT MODEL SCHOOL, by M. FITZGERALD, Esq., Head Inspector.

Newry, January, 1872.

GENTLEMEN,—I have the honour to submit for the consideration of the Commissioners of National Education, the following report on Newry District Model School for the year 1871:—

I am happy to be able to say that the past year has been one of progress; and that, at the close of the year, the condition of the school was, in every respect, better than it had been at the commencement.

The school buildings are in good general repair, but the walls and woodwork require to be painted; and the rooms are somewhat crowded, especially in the infant department. During the year a portion of the pupil-teachers' study was partitioned off, and converted into an office for the Inspectors, the want of which had previously been much felt.

The attendance at the school improved during the year. The total number on rolls being 572, against 514 in the year 1870; and the average daily attendance being 268·9 against 251·3 in the former year. This increase, though not large, is well marked; and it must be borne in mind that Newry Model School has been now a long time in operation, and that the attendance may fairly be supposed to have reached the maximum. I am of opinion that this is nearly the case, and I do not look for any considerable augmentation in the attendance, except in the event of the cessation of hostility to the school on the part of the Roman Catholic bishop and clergy. Of the 572 pupils on the rolls only 96 are Roman Catholics, a number altogether disproportionate to the Roman Catholic population of the town; though perhaps larger than could have been expected in the face of the opposition above referred to. There are schools conducted by the Christian Brothers, and two large convent schools—the latter, under the National Board—in Newry; so that the Roman Catholic pupils prevented from attending the model school are not without the means of education. The number of Roman Catholic pupils at the model school increased from 75 in 1870 to 96 in 1871; and I have no doubt that, but for the active opposition of their clergy, the number of such pupils would soon equal, if not exceed, that of the other denominations.

The annual examination of the school was held immediately before

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the Easter vacation. The answering of the pupils at the preliminary examination was generally satisfactory; and, in the boys' department, better than on any former occasion within my knowledge of the school. The public examination and distribution of prizes were largely attended by the principal residents in the town and neighbourhood, and by the parents and friends of the pupils. The proceedings, which were of the usual character, passed off very satisfactorily.

I give in the Appendix to this report a series of tables, showing the comparative state of the schools in 1870 and in 1871, under the usual heads.

I have the honour to be, gentlemen, your obedient servant,

M. FITZGERALD, Head Inspector.

The Secretaries, &c., &c.

APPENDIX.

TABLE I.—Showing the Comparative Attendance in Newry District Model School for the years 1870 and 1871.

	1870, Boys.	Girls.	Infants.	Total.
Total number of pupils on rolls, . . .	182	189	143	514
Average number of pupils on rolls, . . .	113.5	121.9	78.9	314.3
Average daily attendance, . . .	97.9	97.2	56.2	251.3

	1871, Boys.	Girls.	Infants.	Total.
Total number of pupils on rolls, . . .	200	208	155	572
Average number of pupils on rolls, . . .	136.7	131.1	75.6	343.3
Average daily attendance, . . .	109.4	101.9	57.6	268.9

TABLE II.—Showing the Classification of the Pupils on Rolls in 1870 and 1871.

	1870.				1871.			
	Boys.	Girls.	Infants.	Total.	Boys.	Girls.	Infants.	Total.
First Class, . . .	—	—	52	52	10	—	110	120
Second „ . . .	63	52	51	165	61	55	43	161
Third „ . . .	56	58	—	113	65	59	—	124
Fourth „ . . .	46	27	—	73	45	47	—	92
Fifth „ . . .	19	52	—	71	28	47	—	75
Totals, . . .	182	189	143	514	209	208	155	572

TABLE III.—Ages of the Pupils on Rolls in 1870 and 1871.

	1870.				1871.			
Age in years.	Boys.	Girls.	Infants.	Total.	Boys.	Girls.	Infants.	Total.
Under 6, . . .	—	—	24	24	—	—	66	66
6 and under 7, . . .	—	—	33	33	—	—	38	38
7 „ 8, . . .	16	9	18	41	10	8	38	56
8 „ 9, . . .	17	16	10	43	11	13	13	37
9 „ 10, . . .	23	10	—	33	25	16	—	41
10 „ 11, . . .	40	25	—	65	25	20	—	45
11 „ 12, . . .	20	21	—	41	34	35	—	69
12 „ 13, . . .	29	26	—	55	29	31	—	60
13 „ 14, . . .	19	34	—	53	35	22	—	57
14 „ 15, . . .	7	14	—	21	23	36	—	59
15 „ 16, . . .	9	12	—	21	8	13	—	21
16 and above, . . .	2	14	—	16	8	14	—	22
Totals, . . .	182	189	143	514	209	208	155	572

TABLE IV.—Religious Denomination of Pupils on Rolls in 1870 and 1871.

						Reports upon District and Minor Model Schools.
		Boys.	Girls.	Infants.	Total.	
1870.	Established Church,	56	63	57	176	Newry.
	Roman Catholics,	35	21	19	75	
	Presbyterians,	79	89	55	223	
	Others,	12	16	12	40	
	Totals,	182	189	143	514	
1871.	Established Church,	62	67	50	179	
	Roman Catholics,	47	26	23	96	
	Presbyterians,	87	99	67	253	
	Others,	13	16	15	44	
	Totals,	209	208	155	572	

TABLE V.—Rates of Payment of Pupils on Rolls in 1870 and 1871.

		Boys.	Girls.	Infants.	Total.
1870.	5s. per quarter,	61	84	42	187
	2s. 6d. "	76	81	66	210
	1s. 1d. "	45	37	35	117
	Totals,	182	189	143	514
1871.	5s. per quarter,	76	109	43	228
	2s. 6d. "	87	68	69	224
	1s. 1d. "	46	39	39	124
	Totals,	209	206	151	572

TABLE VI.—Amount of School Fees received in 1870 and 1871.

Department.	1870.			1871.		
	£	s.	d.	£	s.	d.
Boys',	70	8	4	81	11	6
Girls',	82	3	2	67	13	0
Infants',	41	18	0	46	7	4
Totals,	194	8	2	215	11	10

TABLE VII.—Amount of School Requisites sold at reduced rates in 1870 and 1871.

Department.	1870.			1871.		
	£	s.	d.	£	s.	d.
Boys',	20	1	5½	20	17	10
Girls',	24	12	7	21	7	2
Infants',	1	18	2½	2	3	6
Totals,	45	12	3	44	8	6

No. 21.—ANNUAL REPORT ON THE DUNSMANWAY DISTRICT MODEL SCHOOL, for the year 1871, by M. S. SEYMOUR, A.M., District Inspector.

23rd March, 1872.

GENTLEMEN,—Owing to the lamented death of Mr. Shenham, Head Inspector, which took place in the beginning of last month, it devolves upon me to furnish a report on the above model school for the past year, 1871.

House and premises.—The house is in a satisfactory state as regards repair and cleanliness, having been thoroughly put in order, cleaned up, and painted, by the Board of Works, towards the close of the year. The

Appendix B. ornamental grounds have been fairly attended to and are very neat, and a new range of out-offices, which were very much required, have been constructed at the rear of both the school-yards.

Attendance.—The following table gives the literary classification of the pupils on the rolls in each of the three departments at the end of the year 1871 :—

*Duties—
way.*

Subjects.	Boys.	Girls.	Infants.	Subjects.	Boys.	Girls.	Infants.
Lesson Books :				Arithmetic—continued :			
Book I.,	—	—	53	Proportion,	14	26	—
“ II.,	61	19	24	Practice, Interest, &c.,	45	47	—
“ III.,	29	40	—	Mental,	36	37	—
“ IV.,	17	23	—	Writing :			
“ V.,	13	24	—	On Slates only,	—	—	43
Totals,	120	106	77	“ Paper,	120	106	24
Grammar :				From Dictation,	120	106	24
Parts of Speech only,	61	19	24	Branches for Females :			
Parsing and Syntax,	29	47	—	Sewing,	—	106	—
Derivations,	30	47	—	Knitting,	—	106	—
Composition,	10	47	—	Embroidery,	—	13	—
Geography :				Cutting-out,	—	37	—
Lessons on Maps only,	34	19	77	Extra Branches :			
From Text-books :				British Poets,	30	24	—
Local,	56	40	—	Memorisation,	30	—	—
Mathematical and Physical,	20	47	—	Grammar,	30	—	—
Arithmetic :				Algebra,	18	—	—
Tables only,	—	—	43	Book-keeping,	20	—	—
Simple Rules,	34	19	34	Agriculture,	29	—	—
Compound Rules,	27	20	—	Music,	120	106	77
				Drawing,	—	28	—
				Physical and Applied Science,	30	—	—

Classification of pupils on the rolls at the end of the year according to religious denominations :—

	Boys.	Girls.	Infants.	Total.
Established Church,	6	2	3	11
Roman Catholics,	112	101	73	286
Others,	2	3	1	6

Classification of numbers on rolls at end of year according to rates of payment :—

	Boys.	Girls.	Infants.	Total.
At 5s. per quarter,	12	8	—	20
At 2s. 6d. per quarter,	40	32	12	84
At 1s. or 1s. 1d.,	68	66	65	199

The promotions from a lower to a higher class during the year were as follows :—

	Boys.	Girls.	Infants.	Total.
From 1st to 2nd class,	17	3	20	40
From 2nd to 3rd class,	15	19	—	34
From 3rd to 4th class,	10	13	—	23
From 4th to 5th class,	16	10	—	26
Totals,	68	45	50	141

Total number of distinct pupils on the rolls during the year was :—

Boys.	Girls.	Infants.
195	191	160

The following table gives the average number on rolls and in daily attendance, also the amounts of school-fees received in each department for this year:—

	Boys.	Girls.	Infants.	Total.	Reports upon District and Minor Model Schools.
Average number on rolls,	146.6	130.9	106.2	383.7	
Average daily attendance,	89.2	81.6	79.7	250.5	
Percentage, . . .	60.8	70	75	67.9	
School-fees received, . . .	£47 14s. 8d.	£40 11s. 3d.	£22 18s. 2d.	£110 16s. 1d.	

Amount of books and requisites sold to pupils during the year:—

	£	s.	d.
In boys' school,	11	13	8½
" girls' "	12	3	5½
" Infant "	2	3	2½
Total,	26	0	4

The following table gives the names and dates of appointment of the principal and assistant teachers, pupil-teachers, and paid monitors in the establishment at the end of the year:—

Names of Teachers, &c.	Position in School.	Age.	Religion.	Date of Appointment.
BOYS' SCHOOLS.				
Edward Reynolds, . . .	Principal, . . .	37	Roman Catholic, . .	Nov., 1870
Francis Kirkpatrick, . .	Assistant, . . .	34½	Established Church, .	Oct., 1870
John Buckley,	Pupil-teacher, . .	19	Roman Catholic, . .	Oct., 1868
David Coleman,	do.,	20	do.,	April, 1869
Eugene O'Sullivan, . . .	do.,	18	do.,	Mar., 1870
John Costelloe,	do.,	17	do.,	May, 1871
Edward Fitzgerald, . . .	do.,	16	do.,	Dec., 1871
James Daly,	do.,	17	do.,	Dec., 1871
John Fitzgerald,	Paid Monitor, . .	17	do.,	Oct., 1869
John Lyons,	do.,	15	do.,	Nov., 1870
GIRLS' SCHOOLS.				
Mary Anna Crowley, . .	Principal, . . .	29	Roman Catholic, . .	Jan., 1862
Maria Morrison,	Assistant, . . .	29	do.,	Sept., 1862
Jessie Dooly,	do.,	21	Established Church, .	Oct., 1871
Johanna Murray,	Paid Monitors, . .	21	Roman Catholic, . .	Mar., 1869
Catherine Crowley, . . .	do.,	20	do.,	Sept., 1868
Catherine McSwiney, . .	do.,	19	do.,	Sept., 1868
Hanna Young,	do.,	17	do.,	Sept., 1868
Hanna Driscoll,	do.,	18	do.,	June, 1869
Kate Connolly,	do.,	18	do.,	Nov., 1870
INFANTS' SCHOOLS.				
Kate McCabe,	Assistant, . . .	26	Roman Catholic, . .	Aug., 1869
Jessie Donovan,	Paid Monitors, . .	21	do.,	Jan., 1868
Annie O'Dell,	do.,	16	do.,	Oct., 1869
Annie McCarthy,	do.,	17	do.,	Oct., 1869
Mary Lyons,	do.,	17	do.,	April, 1870
Elly Sullivan,	do.,	18	do.,	Nov., 1870

The annual examination of the schools, which was held by the Head Inspector and myself, from the 22nd to the 30th of November, was of a very searching character, and was conducted in every respect on a similar plan to that adopted in the oral examination of senior paid monitors. The results, as exhibited in the next table, though not apparently as high as those which have been realized in some other model schools, were undoubtedly for the most part of a satisfactory kind, and afforded sufficient evidence of due zeal and industry on the part of the teachers of both departments.

The public distribution of prizes, which was held on the 30th of November, was presided over by the late Head Inspector, who evinced his usual kindly interest in the proceedings.

Appendix B.
Reports upon
District
and Minor
Model
Schools.

The following table shows the numbers of pupils examined in each class, arranged according to the character of their answering :—

No. of pupils whose answering amounted to	Boys' School					Girls' School				
	2nd.	3rd.	4th.	5th.	Total.	2nd.	3rd.	4th.	5th.	Total.
80 per cent., and under 80.	—	—	—	1	1	—	—	—	—	—
70 " " " 80.	3	4	2	2	11	3	5	5	6	21
60 " " " 70.	8	10	4	4	26	8	10	6	8	32
50 " " " 60.	5	6	4	2	17	6	7	1	5	19
under 50.	11	2	2	1	16	4	—	—	1	5
Total number in each class,	32	22	12	10	77	24	24	14	23	85

The answering of the pupils of the infant school, the particulars of which are not included in the above table, was of a moderately satisfactory character, and the children were well trained and orderly.

I have the honour to remain, gentlemen,

Your very obedient servant,

M. S. SKYMOUR, District Inspector.

The Secretaries, &c., &c.

Appendix C.

APPENDIX C.

Head Inspectors' Reports on Schools Inspected and Teachers Examined.

GENERAL REPORTS OF HEAD INSPECTORS, ON SCHOOLS INSPECTED AND TEACHERS EXAMINED DURING THE YEAR 1871.

J. G.
FLEMING,
Esq.

The Commissioners, while publishing the General Reports of their Head Inspectors, desire it to be distinctly understood that they do not hold themselves responsible for the opinions expressed in those Reports, nor do they feel called upon to adopt any suggestions they may contain.

No. 1.—GENERAL REPORT for the year 1871, upon SCHOOLS INSPECTED, and TEACHERS, &c., EXAMINED, by J. G. FLEMING, Esq., Head Inspector.

Belfast, January, 1872.

GENTLEMEN,—I beg to submit, for the consideration of the Commissioners, the following as my general report on schools inspected and teachers examined by me during the year 1871.

The six model schools under my supervision also occupied a good deal of my time; but as it is my duty to forward you a special report on each of these institutions, I shall now merely furnish a short statement regarding the condition of education in my group of districts. I shall also give a summary showing the results of the answering of the teachers whose literary attainments were tested during the past year in order to ascertain their fitness for the office of teacher, or, if already classed, to decide as to their claims for promotion to some higher grade. I found this important branch of my duties very trying and onerous. In Belfast, for example, 156 teachers attended the examinations held last October; and in several of the outlying districts the number of teachers examined was likewise very large.

I visited last year, 188 schools, 88 of which I inspected in detail; to the remaining 100 I paid incidental visits, varying in length from ten minutes to half an hour.

In the 88 schools inspected by me in detail, I found a total attendance

of 5,078 pupils, while the average numbers on rolls for the twelve months preceding the dates of my visits to these schools were, males 4,614, females 4,248. Comparing these returns, it appears that the proportion of daily average attendance to every one hundred pupils on rolls is very little more than 57 per cent. This, indeed, shows a slight increase over the corresponding return for 1870; but it does not in reality involve a greater regularity of attendance for the past year. The large number of pupils in some excellent town schools recently inspected by me fully accounts for the higher per-centage now referred to, and which is more apparent than real. I must here reiterate the opinion expressed by me on previous occasions, that bearing in mind the comparatively prosperous condition of the people in most parts of Ulster, the per-centage of children out of every 100 on rolls attending school cannot be looked upon as satisfactory. I do not anticipate any improvement in this direction, when I take into consideration the early age at which children are withdrawn from school to earn their bread; and in rural districts they are, as a matter of course, kept at home for months together to assist in agricultural operations, and in saving turf when the school is near a bog. Irregularity of attendance arising from these causes is, I think, becoming every year more decided. That it exists to a great extent cannot, however, be matter of surprise as far as the holders of small tenements are concerned. The necessities of their position compel them to fall back upon their children for help at stated periods of the year, because they cannot afford to pay the high rates that prevail for agricultural labour of all kinds. But I regret to add, that, to my own knowledge, many persons who are in what may be called good circumstances keep their children from school for very trifling causes, and often for the sake of some slight gain derived from their services in the shop, office, or even menial employment. The short-sighted greed of some parents is almost inexorably. Owing to the causes just stated, our schools at certain seasons of the year assume the appearance of infant schools. In several instances the average age of the children present at my inspections in May, September, October, and the greater part of November, was under eight years. In connexion with this subject I regret I cannot report any marked increase in the number of infant schools, or in the number of persons specially trained to instruct very young children. On the other hand, the value of a good education is becoming more and more appreciated, especially in the principal manufacturing centres, where a steady boy, who has mastered the branches specified in the programme for fourth class pupils, can readily find remunerative employment. In fact, it has come under my notice, especially in Belfast, Lurgan, and Ballymena, that manufacturers, merchants, and shopkeepers, are anxious to secure the services of boys of this stamp.

The following table shows at a glance the nature of the attendance in the schools to which special reference is made in this report, both as regards the average number of children on rolls during the year, and the numbers actually present on the days of my inspection:—

Number of schools inspected in detail during the year,	83
Boys,	4,614
Girls,	4,248
Total,	8,862
Number of pupils present at examination,	5,078
Average number on rolls for the twelve months preceding the date of inspection,	4,614
Per-centage of attendance to every 100 pupils on rolls,	57.3

Classification of pupils.—I gather from the entries in my note books that the number of children in first division is little short of 40 per cent. of the total number present on the days of my inspections. Comparing these figures with the corresponding returns for other years, I find no evidence of increase in the proportion of pupils in the upper or senior

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esq.

division. It is, however, in place to remark, that the children now ranked in first or lowest class are very young—mere infants in fact—and hence, speaking generally, their course of schooling has only begun. It may, therefore, be reasonably expected that a fair proportion of them will, in due time, read and understand the lessons in Third Book. Still I fear that many of them will leave school for good before the end of the current year, owing to the poverty of their parents, and the numerous sources of employment available for children in large manufacturing districts. I believe the remedy for this wide-spread evil must eventually emanate from the Legislature, which has already done so much to lighten for the children of the poor the burthen of premature toil. And here I beg to reiterate the opinion which I expressed in reference to this point in a former report, viz.—that I trust the time is not far distant when no child will be allowed to work or enter service of any kind who cannot, at least, write short words on paper, do sums in simple rules, and read tolerably well easy lessons, such as those in the first hundred pages of the Board's Second Book. Nothing less than this should be accepted, and, if enforced, it is reasonable to presume that thousands will be gradually drawn within the influence of the teacher, who are now growing up untaught, a source of wretchedness to themselves and of danger to the State.

Speaking generally, teachers show great judgment in classifying their pupils. Excessive classification, at one time a prevailing defect in our schools, has greatly abated, and is sensibly on the decline. But even yet young children are occasionally promoted to third and fourth class, for which, judged by the requirements of the school programme, they are by no means qualified. I need hardly remark that hasty promotions of this kind are likely to retard the progress of children, for their minds are too much strained in their efforts to reach the standard attained by their better instructed school-fellows. Hence, in cases of this kind, the results, from an educational stand point, are too often meagre and superficial. But children once advanced can never be induced to go back to a lower class; on that point advice, remonstrance, and command, are alike ineffectual. Accordingly, teachers should exercise the utmost caution in promoting their pupils, for it must be admitted that injudicious classification is the bane of thorough teaching.

The annexed figures give an accurate summary of the classification of the 5,078 pupils referred to in this report.

Total number present,			5,078
			Per-centage.
Number in First Class,	1,589		30·
" Second Class,	1,371		34·9
" Third Class,	994		17·8
" Fourth or Fifth Class,	412		8·1

I shall now give the summary, showing the proficiency of those children in reading. Of 5,078 pupils in attendance, 1,012 read in Third or higher lesson books, and 1,593 in Second Book, with tolerable ease and accuracy. As the lessons upon which I tested the pupils in senior division abounded with words of four and even five syllables, it is evident they have made satisfactory progress for their respective terms of attendance. The reading of a large proportion of the children belonging to second class was distinct, fluent, and singularly free from verbal inaccuracies. The remaining 2,474 children were either in First or lowest book, or so slightly advanced in Second Book, were unable to read easy words of two syllables unless they were first allowed to spell them letter by letter, and even with this help, they often broke down in their task; and if they were now to leave school for good, they would soon forget

the little they have learned. But, with comparatively few exceptions, they are very young, and it may be said with truth that their education has only commenced. Hence, it may be assumed that they will, in course of time, learn to read, write, and count, if not very well, at least sufficiently so as to qualify them for their several callings in life.

The following figures represent the foregoing results and the required per-centages :—

Total number of pupils examined,	3,078		
Able to read correctly in Second Book,	1,092	Per cent.	35.3
" in any of the higher books with ease and accuracy,	1,012		32.9
Unable to read in Second Book,	2,474		80.7

Appendix C.
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The answering of the children on the subject-matter of their reading lesson was ready, and, for the most part, intelligent. Their proficiency in spelling words and short phrases was alike creditable to themselves and to their teachers. The practice of transcribing the lessons in Second Book has, I believe, greatly contributed to the improvement I noticed in this department. In fact, children who write exercises of this kind from day to day soon become good spellers, and when they enter third class they learn in a comparatively short time to write correctly from dictation. The excellent practice of committing to memory the poetical pieces in the Second Book very generally prevails. But it is very hard to get the children, especially the girls, to repeat the words of each line so as to be distinctly heard. Sometimes, indeed, they are almost inaudible. Much of this I attribute to nervousness, for when not specially called upon to recite from memory, their enunciation is much better, so distinct, indeed, that I can readily catch the meaning of what they read, without looking at the lesson with which they are engaged. This I have always regarded as a fair standard of proficiency for the class of children who attend an ordinary National school. Speaking generally, I find that girls read better than boys, and, extending the comparison, I may add that female teachers read better than male teachers.

Arithmetic.—This branch receives considerable attention in the great bulk of the schools in my group of districts, and that it has been taught with satisfactory results may be gathered from the following short statement. A large proportion of the children in second class can, in most schools, write down numbers, in which ciphers largely enter, with wonderful accuracy and quickness. Their proficiency in working sums in the simple rules is likewise satisfactory. I have further to state that the answering of the pupils in senior division was, with some few exceptions, fully up to the requirements of the programme specifying the amount of instruction which each class shall receive in arithmetic. Indeed, in boys' schools and in mixed schools in charge of masters, failure in this most essential branch was very unusual. On the other hand, I am sorry to say that in a few schools under the charge of female teachers many of the pupils broke down in arithmetic. I may here repeat what I stated in a former report, that in the ordinary National schools the children seldom get any instruction in mental calculation. To supply this defect is a point of obvious importance, seeing that so much time and trouble are saved in the various departments of business life by the judicious use of mental arithmetic. I am aware that in a large number of National schools the practice of mental calculation forms a part of the daily routine of business, and, I am bound to add, with some result, involving practical expertness in working short sums. But these questions are limited in number and demand the application of very few principles which, by the way, are not always clearly understood by the pupils of even the most advanced classes.

Appendix C.

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J. W.
Fleming,
Esq.

Dealing with the question of the skill and quickness of the pupils examined by me in working sums in the principal arithmetical rules, I am in a position to make the following statement:—

Of 3,089 examined in arithmetic, more than one-half did sums in all the simple rules very correctly, and they also acquitted themselves remarkably well in setting down numbers to five and even seven places of figures. Very few of those who had been at school for any length of time failed in exercises of this kind. The answering of the pupils in senior division was also very fair; fully three-fourths of them could do sums in compound rules and proportion with accuracy and despatch, but a comparatively small number had a sound knowledge of fractions, either vulgar or decimal, or of the higher rules—practice, interest, &c. Great allowance must, however, be made for what at first sight appears to be a serious defect. It is only fair to the teachers to take into account the very irregular attendance of their pupils, and the early age at which the latter leave school. These are the evils which cripple and retard the course of instruction in most elementary schools, and mar the efforts of our most zealous and most skilful teachers. It is in place to mention that the questions I proposed in boys' schools were of a searching character; in girls' schools a less rigid standard was, of course, adopted.

Writing from Dictation and Penmanship.—In many schools the children in second class do not write from dictation, and they only begin so useful an exercise when they are advanced to the senior division. No doubt the practice of transcribing passages from Second Book compensates in some measure for this drawback, and I believe good spelling prevails in most schools under the charge of qualified teachers. At the same time, I think that in many cases sufficient time is not devoted to so useful a branch of instruction. I have further to remark that when the children have completed and corrected their exercises, they are hardly ever required to make a special note in their copy-books of the several mistakes they have made, in order to make them the subject-matter of a lesson for repetition. Notwithstanding these defects, a considerable proportion of the pupils in senior division write fairly or extremely well from dictation. They can now be required to write a letter or short essay to their teachers on some subject suited to their years and capacity. This should form part of the home lessons, and with due care and attention it would soon improve the learner in orthography, punctuation, and the use of capitals. Exercises of this kind would also help to form his handwriting, and impart to it that freedom and legibility so essential in all occupations which require good and rapid penmanship.

The per-centage of pupils able to write a good hand is still small and short of what should be realized in every National school conducted by a master or mistress of average abilities. Comparing, however, the present with the past, I notice signs of improvement, and I anticipate further progress in the same direction. Teachers may rest assured (as I stated in one of my former reports) that they will be amply repaid for the time and attention they bestow on their writing classes. They cannot make stupid children proficient in arithmetic, geography, and grammar, but with due exertion and supervision they can get any dunce to write a good hand, by simply requiring him to observe a few mechanical rules which involve little if any exercise of the higher intellectual faculties. In my general report for 1870, I stated that I could not speak favourably of the various specimens of plain sewing and knitting executed by the girls who came before me for examination. This remark does not apply with equal force to the schools which I inspected last year. Most of them, however, were conducted by very efficient and energetic teachers, hence any conclusion drawn from their condition must be

modified when taking into account the state of education in the group of districts under my supervision. But even moderate proficiency in needlework cannot be expected unless more time is devoted to plain sewing and knitting under the watchful supervision of the principal or of her assistant, if fully qualified for the task. One hour is generally set apart for needlework, and many female teachers state that when the necessary preparations are made, and their classes fairly at work, the time left at their disposal is so short, that they cannot do much for their pupils as far as this branch of their education is concerned. Moreover, parents often refuse to allow their children to sew or knit in school, as they wish them to attend exclusively to the literary branches in order to make up for the ground lost during long absence from school. It is, besides, very hard to keep up a supply of sewing materials for pupils' use. Managers and parents very seldom advance money for this purpose, and teachers cannot afford to do so, especially as they would not in all probability be repaid for this outlay.

With very few exceptions the schools to which this report refers are commodious, well provided with furniture, books, and maps, and in all respects suited for educational purposes. In some schools, however, the windows are so constructed that they do not admit sufficient air, so that perfect ventilation cannot be secured. But cases of this kind are rare, and it is the fault of the teachers themselves if they injure their health by inhaling impure air during several hours of the day. Apart from this consideration, they are bound for the sake of the little ones who attend their schools to make proper use of the means of ventilation at their command. Now, this important duty is often overlooked by some, I might perhaps with truth say many teachers. I have frequently entered schools the atmosphere of which was literally sickening, so much so indeed that I found it necessary to allow the children to go to the playground for a few minutes to have the air renewed. The teachers generally expressed their surprise that I found the atmosphere of their schools so close and fetid, because through long habit they have become so accustomed to breathe impure air that they quite forget the injurious results that spring from so harmful a practice. I believe many teachers have lost their health, and have become prematurely old, feeble, and unfit to discharge the duties of their office through want of attention to a matter of so much importance. Medical men and others who have considered the subject have over and over again called attention to the injury which arises to the health of those who habitually breathe impure air. Their advice and warning have been too often unheeded. "Whatever renders the blood impure," writes Dr. Hall, "tends to originate consumption; whatever makes the air impure makes the blood impure. It is the air we breathe which purifies the blood. And as if the water we use to wash our clothing be dirty, it is impossible for it to wash the clothing clean; so, if the air we breathe be impure, it is impossible for it to abstract the impurities of the blood. What, then, are some of the more prominent things that render the air impure? It is the nature of still water to become impure. Running water purifies itself. Air in motion—draughts of air are self-purifiers. Thus it is that the air of a close room becomes impure inevitably. Thus it is that close rooms bring consumption to countless thousands. Hence all rooms should be so constructed as to have a constant draught of air passing through them. A man of ordinary size renders a hogshead of air unfit for breathing and consumes its blood-purifying qualities every hour. Hence, remaining for any length of time in close rooms, or sitting for a very short time in a crowded vehicle or among a large

Appendix:
Head Inspectors' Reports on Schools Inspected and Teachers Examined.
J. G. Fleming, Esq.

Appendix C.

Head In-
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Examined.

J. G.
Jewell,
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assembly, is perfectly corrupting to the blood. Close bedrooms make the graves of multitudes."

Examination of Monitors.—The many advantages arising from the judicious employment of monitors in National schools are now fully recognised. It has been remarked by some eminent educationists that intelligent young persons, duly prepared for the task, are in many respects efficient instructors of companions less advanced than themselves. The lessons they teach, having formed part of their own school business but a short time before, are communicated, it may reasonably be supposed, with more zest than adults can possibly feel. Moreover, they readily sympathise with the difficulties of their little pupils, and in their explanations and questions their ideas and expressions are not only more directly addressed to the precise perplexity which has made explanation necessary, but are those also of young persons of the same rank and habits, and of nearly the same age as the children to whom they are addressed. Hence, under careful and sensible teachers, they are excellent agents in communicating instruction of an elementary kind, and, with regard to expense, it is obvious that they are not merely useful, but, with the limited funds allotted to National schools, absolutely necessary. It has, however, been urged that while thus engaged in giving instruction to others they must be losing ground themselves; but I think the annexed summaries, showing the per-centages of the answering of the paid monitors examined last July in my group of districts, afford a satisfactory refutation to this objection.

SUMMARIES OF PAID MONITORS' EXAMINATIONS, 1871.

Districts 4, 8, 9, 10, 11, 15, 16, 17, 18, 23.

MALES.

District.	Monitors examined.	Answered above						
		80 per cent.	70 per cent.	60 per cent.	50 per cent.	40 per cent.	30 per cent.	20 per cent.
4, .	20	2	5	3	4	5	1	0
8, .	14	0	1	4	5	3	1	0
9, .	2	0	0	1	1	0	0	0
10, .	14	0	0	4	3	5	2	0
11, .	21	0	6	2	6	4	2	1
15, .	18	0	0	1	4	6	6	1
16, .	23	0	0	10	6	4	3	0
17, .	20	0	2	6	6	6	0	0
18, .	30	1	1	3	13	9	2	1
23, .	11	0	0	1	7	1	2	0
Total, .	173	3	15	33	55	43	19	3

FEMALES.

4, .	23	0	4	9	5	4	1	0
8, .	56	1	5	19	19	12	2	0
9, .	57	1	12	26	19	5	0	0
10, .	67	0	2	11	20	20	10	4
11, .	35	1	4	15	8	5	2	0
15, .	9	0	0	0	2	6	1	0
16, .	31	1	6	11	3	3	1	1
17, .	16	2	13	7	4	0	0	0
18, .	17	1	4	3	6	2	1	0
23, .	14	0	0	1	8	4	1	0
Total, .	325	7	38	95	90	61	10	5
Total of both sexes, .	498	10	53	131	154	104	29	8

SUMMARIES OF PAID MONITORS' EXAMINATIONS, 1871.

Districts 4, 8, 9, 10, 11, 15, 16, 17, 18, 23.

MALES.

District.	Monitors examined.	Recommenda- tions offered gratuities.	Monitors scholastic.	Teachers ad- mission- billed.	Monitors examined.	No action taken.
4, .	50	16	0	1	0	3
8, .	14	7	0	1	0	6
9, .	2	2	0	0	0	0
10, .	14	8	0	0	0	3
11, .	21	7	11	0	0	8
15, .	18	12	0	0	0	5
16, .	23	17	5	0	0	1
17, .	20	20	0	0	0	0
18, .	30	19	1	0	0	10
23, .	11	9	2	0	0	0
Total, .	173	119	19	2	0	33

FEMALES.

4, .	23	19	0	1	0	8
8, .	56	43	0	1	0	12
9, .	57	38	0	0	0	19
10, .	67	33	3	0	0	31
11, .	35	22	6	0	0	6
15, .	9	7	0	0	0	2
16, .	31	26	4	0	0	1
17, .	16	16	0	0	0	0
18, .	17	8	1	0	0	8
23, .	14	11	2	0	0	1
Total, .	325	224	16	2	0	63
Total of both sexes, .	498	343	35	4	0	116

A large number of paid monitors belonging to the six model schools under my supervision attended this examination. Their answering was, with some trifling exceptions, highly satisfactory; but as teachers of model schools do not receive gratuities for the special instruction which they give their monitors, the latter are therefore returned in the summary, under the heading, "no action taken." I make this observation lest it might be supposed that the non-payment of those gratuities arose from neglect on the part of the teachers in question to prepare their monitors for their special annual examination. I have again to refer to the scarcity of suitable candidates for the office of pupil-teacher and paid monitor in Belfast and neighbouring districts. It is, I may add, still more difficult to secure the services of young men qualified to conduct a National school. The amount of remuneration which they would receive on their first appointment under the Board is not sufficient to induce them to become teachers. Managers of schools have, from time to time, asked me to recommend them qualified teachers, but I was seldom in a position to comply with their request. I regret to state that many very efficient teachers resigned during the past year; some of them now fill posts in the excise, whilst others have turned their attention to some branch of business. In connexion with this subject, which I consider of the utmost importance, I take leave to remark, that as so many desirable situations are now open to public competition, I fear it will be hard

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to retain, permanently, in the service of the Board even a moderate proportion of the pupil-teachers and paid monitors now undergoing a course of study and training to qualify them for the business of teaching. At all times, I believe, persons have filled these humble posts solely in order to improve their education, and thereby qualify for some more remunerative calling than that of teaching. I am under the impression that this practice, so hurtful to the interests of education, has increased of late years, notwithstanding the precautions taken by the Inspectors, and their watchfulness in selecting candidates for these appointments.

Examination of Teachers.—More than one-half of the total number of teachers examined succeeded in gaining some step, but the promotions were chiefly confined to probationers and teachers holding second division of third class. A very small number of candidates aspired to first class, because many teachers are unable or unwilling to undergo the mental toil, or bear, without injury to their health, the close application necessary to prepare the various subjects which constitute their programme of examination. I may also mention, that as a comparatively high per-centage of answering is exacted from candidates for first and second divisions of first class, failure to obtain either of these grades does not at all imply a low standard of attainments. On the contrary, the answering of this class of candidates was, for the most part, satisfactory. Several of them, however, got low marks for spelling, mathematics, and book-keeping. The novelty of the spelling exercise, which contained a number of words purposely misspelled, and which the candidates were required to correct, puzzled them a good deal. Exercises of this kind have, I believe, been adopted by the Civil Service Commissioners, although it is open to doubt whether such a method enables an examiner to form a really correct opinion of the candidate's proficiency in orthography. I know that teachers, remarkable for good spelling, broke down, to their great astonishment, in this part of their examination.

I regret to add that several teachers also failed in geometry and algebra. The standard by which their acquirements in these subjects were measured was unquestionably high, bearing in mind that even the most elementary branches of mathematics are not taught in ordinary National schools. Perhaps this portion of the course for examination might be modified with advantage to the cause of education, and to the interests of the teachers themselves. In reference to this subject I may state that some time ago Lord Dufferin required the teachers of the several National schools of which he is the Patron, to make themselves thoroughly familiar with some short poems, and a few essays selected from the best English classics. At the end of each year fresh ground was broken, and it was thought that these teachers would gradually acquire some knowledge of English literature. This scheme, however, did not succeed, at least to any appreciable extent, mainly because the teachers in question were, for the most part, somewhat advanced in years, and were unwilling, or perhaps unable, to devote any of their spare time to a branch of study which would prove of little or no advantage to them at the examinations held from year to year by the Board's Inspectors. The idea thus suggested will, I trust, meet with the favourable attention of the Commissioners. Lord Dufferin is thoroughly acquainted with the working of the National system of education in Ireland, hence the proposal, emanating from him, to introduce some portion of English literature into the teachers' course of examination, deserves the fullest consideration. In fact, some step in this direction is necessary in order to improve the teachers' style of composition. The loose, ambiguous, and ungrammatical language which disfigures so many of their writings

exercises is, to say the least, discreditable; and results of a more satisfactory kind cannot be expected as long as teachers of National schools confine their reading chiefly or wholly to the few books which they are required to prepare for their examination. For this there is no reasonable excuse, since the wonderfully cheap price at which the English classics are now sold place within the reach of every teacher some first-class works.

Book-keeping, which the teachers of what may be called the old school understood so well, has, I fear, been neglected, or, at any rate, very superficially studied by their successors. This, perhaps, is owing to the fact that the subject is practically excluded from the course of instruction given in National schools. At all events the answering in book-keeping of many of the teachers who attended the examinations held last year was meagre and unsatisfactory. I may add, this remark is not confined to probationers, it also applies to some trained men who have been for several years in the service of the Board.

I furnish in the accompanying summary the results of the classification and examination of the male and female teachers examined in my group of districts during 1871.

ANNUAL EXAMINATIONS, 1871.

	Males.	Females.	Totals.
Number summoned to attend,	288	342	611
" who failed to attend,	32	24	56
" recommended to be promoted to class—			
I st ,	5	4	9
II nd ,	0	6	6
III rd ,	2	15	15
IV th ,	8	18	26
V th ,	15	23	38
VI th ,	43	39	142
VII th ,	36	40	76
VIII th ,	117	104	221
" recommended to be left stationary,			
" " " dismissed for failure in—			
One subject,	0	1	1
Two subjects,	3	5	8
Three or more subjects,	8	5	13

Hence it appears that the answering of a large number of probationers present at last year's examination was so bad that they have not been recommended for promotion, even to lowest division of the third-class. Many of them, however, are young assistants and were not previously examined, and, as they acquitted themselves fairly in some essential subjects, I indulge the hope that, with due attention to private study, they will soon qualify for classification. The fact is, they made but slight preparation for their written examination, believing that they had mastered the subjects specified in their programme of study. Hence, as might have been expected, their exercises were of a very superficial character, and written in such vague language that I could not assign any marks for their answers to a considerable number of the questions proposed to them.

But they were more successful at the oral examination, and I am of opinion that their answering at the written examination did not afford a correct estimate of the amount and character of their attainments. Young teachers who attend an examination for the first time are often nervous, excited, and over anxious; accordingly, they lack the calmness of mind and quiet thoughtfulness which are invaluable to candidates under examination. This remark, indeed, applies with almost equal force to some classed teachers, male and female, but especially to the latter, some of whom have, to my own knowledge, occasionally failed through

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nervousness to work questions in arithmetic, which the advanced pupils in their respective schools could work off-hand. Still, after making due allowance for this and other drawbacks, I am obliged to state that several of the probationers were so deficient in nearly every branch of their course, that I hesitated a good deal before I recommended them to be retained on further trial. In taking this course I was guided by the advice of the District Inspectors officially associated with me. These gentlemen were fully acquainted with the circumstances of each case, and they assured me that if the teachers now referred to were dismissed it would be very hard, perhaps impossible, to secure the services of better educated persons to take their places. We deemed it necessary, however, to have twenty-two teachers dismissed from their schools, not, be it remembered, for bad answering in grammar, geography, or book-keeping, but because they were unable to read even tolerably well, or write a fair legible hand, or work sums in proportion and practice. In short, they displayed such a want of intelligence, so much ignorance and unfitness for the office of teacher, that their removal from the service of the Board was imperatively demanded. Better to have schools closed than to have them in charge of such incompetent persons.

In conclusion, it is my pleasing duty to report most favourably as to the conduct, demeanour, and appearance of the teachers who attended the examinations to which I have just referred. They were most punctual in their attendance at the time appointed for beginning the business of each day; and in no instance was it necessary for me to utter the slightest caution or reprimand for prompting, loss of temper, or inattention to the regulations which are enforced on these occasions.

I remain, gentlemen, your obedient servant,

J. G. FLEMING, Head Inspector.

The Secretaries, &c.

James
Patterson,
esq.

NO. 2.—GENERAL REPORT for the year 1871, upon SCHOOLS INSPECTED, and TEACHERS, &c., EXAMINED, by JAMES PATTERSON, Esq., Head Inspector.

GENTLEMEN,—I have the honour to present this my general report on schools inspected and teachers, &c., examined by me in the year 1871.

The districts under my superintendence were the same that I had charge of during the three previous years, viz. :—

No. of District.	Official Centre.	Counties partially included in the Districts.
20	Ballina,	Sligo, Mayo.
26	Westport,	Galway, Mayo.
33	Tuam,	Galway, Mayo, Roscommon.
34	Galway,	Galway.
35	Ballinacree,	Galway, King's, Roscommon, Westmeath.
36	Parsonstown,	Galway, King's, Queen's, Tipperary.
43	Geet,	Galway, Clare.
45	Ennis,	Clare.
51	Limerick,	Limerick, Clare, Tipperary.
52	Newcastle, West,	Limerick, Cork, Kerry.

On the model schools at Galway, Parsonstown, and Limerick I furnish special reports.

Of the National schools in these districts other than model schools I

visited 257 within the year, and having repeated my visits to 11, furnished 268 reports, viz.:—109 on schools inspected and fully examined, and 159 on schools visited and partially examined.

In the years 1868-'69-'70-'71 I fully inspected 369 distinct schools (exclusive of the model schools), and made incidental visits to 340 others, 709 schools in all, of the 1,012 in these ten districts, thus acquiring from actual observation a comprehensive knowledge of the state of primary education over a large area extending from Sligo bay further south than the mouth of the Shannon, and from the Atlantic further east than Athlone. I took frequent opportunities of revisiting and often fully re-examining schools visited before; these repeated visits, amounting to 437, to be added to the 709 just mentioned.

Number of Schools and Pupils, and Emoluments of the Teachers.—At the close of 1871 there were in operation in these districts, besides the model schools, 1,011 National schools with separate roll numbers, the classification of which, as to kind, attendance, and amount of salaries received from the Commissioners, is shown in the following table, the attendance and salaries being stated approximately, as some returns for 1871 have not reached my hands.

	Average Daily Attendance.					Teachers' Emoluments.	
	Children of 7 years of age or more.		Children under 7 years.		Total.	From Commissioners of National Education.	From Local Sources.
	Boys.	Girls.	Boys.	Girls.			
1 Monastic School,	250	—	78	—	328	£ 142	+
24 Convent Schools,	118	4,904	541	1,778	6,239	3,640	+
560 Ordinary Schools—							
250 for boys only,	20,187	16,257	4,270	4,300	44,914	24,955	7,083
265 " girls "							
410 " boys and girls,							
7 " infants only,							
36 Workhouse Schools,	713	623	238	207	1,780	Gratuities, 194	+
	21,293	20,683	4,925	6,213	53,260	—	—
Add 3 sets of Model Schools, with boys', girls', and infants' departments in each,	194	142	75	70	481	1,701	516
	21,487	21,025	5,000	6,283	53,740	—	—

* No Returns.

It thus appears that of 53,740 children in average daily attendance in the National schools in this group of districts—

122	in 1,000 attend	Monastic or Convent National Schools.
836	"	Ordinary National Schools.
33	"	Workhouse " "
9	"	Model " "

The proportions vary with the ages of the children; the convent schools and the model schools, being all situated in towns, attract more infants than the ordinary National schools do in proportion to the total attendance. Of the children who are seven years of age or older—

103	in 1,000 attend	Monastic or Convent National Schools.
858	"	Ordinary National Schools.
51	"	Workhouse " "
8	"	Model " "

The classification of the pupils according to proficiency varies differently, being, on the whole, highest in the model school and lowest in the con-

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vent schools. This arises naturally from two principal causes, the circumstances of the pupils attending the model schools being generally better than those of the children attending the ordinary National schools, and their teachers more numerous and better qualified, whereas the convent schools are frequented by crowds of the poorest children, and the teachers are insufficient in number, and few of them prepared by technical training for the work to be done.

The payments to the teachers vary as the proficiency of the pupils, being in the model schools much the highest per pupil; in the ordinary schools next, and in the convent schools lowest. The stimulus of payment for results would doubtless have the effect of increasing the amount of instruction given in those classes of schools where it is now deficient. The payments vary with locality also, both the receipts from the Commissioners and the local contributions towards salary being greater in Munster and Leinster than in Connaught.

My notes on the state of the 369 schools which I have fully inspected in these districts accord with the remarks made above on the condition of the whole 1,011, which are based partly on returns furnished by the managers and partly on the reports of the district inspectors. Taking 100 to denote perfectly satisfactory general effectiveness, the following figures represent the average usefulness of the ordinary National schools I have inspected in the several districts:—

District 20, in Connaught,	30 schools inspected, average worth 37
" 26, " "	42 " " 33
" 32, " "	26 " " 43
" 34, " "	52 " " 34
" 35, " " and Leinster,	31 " " 40
" 36, in Leinster and Munster,	29 " " 51
" 43, " Connaught and Munster,	31 " " 39
" 45, " Munster,	27 " " 44
" 51, " "	31 " " 50
" 52, " "	33 " " 54

On the whole, of the 350 ordinary National schools, in which I examined 18,756 children—

3	were very large and very excellent.
36	" excellent, but not very large.
9	" good.
115	" fair.
190	" middling.
6	" tolerable.
57	" indifferent.
18	" bad.
6	" very bad.

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Comparative usefulness of Schools taught by different classes of Teachers.

—The comparative effectiveness of the schools was, on the whole, indicated by the classification of the teachers: thus, of—

21	under Probationers the average worth was	29.6
38	" Teachers classed III ^a	29.5
101	" " " II ^a	39.7
82	" " " I ^a	40.6
79	" " " II ^b	48.5
32	" " " I ^b	55.8
9	" " " I ^c	55.5
7	" " " I ^d	57.1
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This comparison establishes the expediency of classifying the teachers according to their acquirements, besides making part of their income

depend on the results they produce as tested by examination of their *Appendix* schools.

In 1871 a considerable number of new schools was taken into consideration by the Board, and the number of children under instruction correspondingly increased. In the quality of the instruction given there was little, if any, change from last year.

Examination of Teachers.—This year 181 male teachers and 169 females were summoned to examination. 133 males and 77 females were principal teachers, and 48 males and 112 females assistants. The following tables exhibit their status before the examinations and the course recommended in consequence of their answering or their failure:—

Head Inspectors' Reports on Schools inspected and Teachers examined.
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TABLES SHOWING THE NUMBERS OF TEACHERS SUMMONED TO EXAMINATION IN 1871.

I. MALE TEACHERS.

District.	Principal Teachers.	Assistants.	Status previous to Examination.										Total summoned to Examination.	Summoned Probationers who failed to attend.	
			Class I.		Class II.		Class III.		Probationers.					No.	Cause assigned for Non-attendance.
			2nd Division.	3rd Division.	1st Division.	2nd Division.	1st Division.	2nd Division.	Of 1st Year.	Of 2nd Year.	Of 3rd Year.				
20. Ballins.	21	3	-	1	2	2	3	5	4	5	2	24	-	None.	
21. Westport.	18	1	-	-	-	1	2	2	2	2	2	15	-		
22. Tynn.	14	5	-	-	-	-	7	4	4	4	-	19	-		
23. Galway.	19	2	-	-	-	-	4	4	4	4	-	21	-		
24. Ballinasloe.	7	2	-	-	-	-	1	1	1	1	-	10	-		
25. Farnhamtown.	19	2	1	2	-	-	4	2	2	2	-	21	-		
26. Gort.	9	7	-	2	1	2	2	2	2	2	-	16	-		
27. Ennis.	12	9	-	-	-	-	8	2	4	2	-	21	-		
28. Limerick.	6	2	-	-	-	-	2	2	2	-	-	8	-		
29. Newcastle, W.,	8	14	1	1	2	1	5	4	2	2	-	22	-		
Total.	133	48	2	3	6	13	40	29	30	31	13	181	1		

II. FEMALE TEACHERS.

DISTRICT.	Principal Teachers.	Assistants.	Status previous to Examination.									Total summoned to Examination.	Summoned Probationers who failed to attend.		
			Class I.		Class II.		Class III.		Probationers.				No.	Cause assigned for Non-attendance.	
			2nd Division.	3rd Division.	1st Division.	2nd Division.	1st Division.	2nd Division.	Of 1st Year.	Of 2nd Year.	Of 3rd Year.				
20. Ballina,	9	10	—	—	1	1	3	1	5	3	5	4	5	2	None satisfactory.
21. Westport,	9	15	—	—	—	1	1	1	3	3	10	4	5	3	None satisfactory. 2 medical certificates; 1 none.
22. Tynn,	10	17	—	—	—	2	4	2	8	3	9	3	2	3	
23. Galway,	8	7	—	—	—	—	1	1	3	3	5	5	1	3	
24. Ballinasloe,	13	10	—	—	—	—	4	2	6	5	2	4	2	—	16
25. Farnhamtown,	8	8	1	1	—	2	3	3	2	2	2	1	—	—	19
26. Gort,	7	5	1	1	—	—	3	1	3	2	2	—	—	—	17
27. Ennis,	—	17	—	—	1	—	1	4	10	6	—	—	—	—	14
28. Limerick,	6	8	—	—	—	2	3	—	6	—	—	1	—	—	22
29. Newcastle, W.,	7	15	—	1	1	1	4	6	4	—	21	29	180	8	
Total,	77	112	2	2	5	11	27	33	59	21	29	180	8		

The number of classed teachers presenting themselves at examination as candidates for promotion was almost the same as in 1870 (the male

Appendix G. teachers 14 fewer, the female 12 more, than in that year), and the promotions were exactly equal in the two years, only 56 of the 178 candidates gaining a step. It is hard to imagine what induced many to present themselves, for they had evidently made no preparation for examination. There were fewer probationers this year than in 1870, but a slightly larger proportion fit to be classed; still it was necessary to recommend the dismissal, for incompetence, of 66 of the 192 summoned to examination.

James
Patterson,
esp.

TABLES showing COURSE recommended on CLASSIFICATION SHEETS after the EXAMINATION.

I. MALE TEACHERS.

DISTRICT.	To be promoted to							To be left stationary.			To be degraded.	To be dismissed for failure.				Let the District or the Service before final Examination.	Total summoned to Written Examination.
	Class I.		Class II.		Class III.		Totals.	As already classed.	As Probationers on further trial.	Totals.		In one subject.	In two subjects.	In three subjects.	Totals.		
	1st Division.	2nd Division.	3rd Division.	1st Division.	2nd Division.	3rd Division.											
29. Ballina,	-	-	1	-	-	3	3	7	9	1	10	-	-	5	6	7	24
30. Westport,	-	-	-	1	-	2	2	5	4	12	6	-	-	-	7	19	
32. Tuam,	-	-	-	-	2	2	2	6	8	1	9	-	1	2	4	19	
34. Galway,	-	-	-	-	-	2	2	4	9	4	13	-	-	4	4	21	
35. Ballinasloe,	-	-	-	-	-	2	2	2	2	4	6	-	-	2	2	10	
36. Parnassow,	-	1	-	-	1	2	3	6	13	1	14	-	-	1	1	21	
42. Gort,	-	-	-	1	1	2	3	6	8	1	9	1	-	2	3	16	
45. Ennis,	-	-	-	1	2	2	5	12	1	8	-	1	-	-	1	21	
51. Limerick,	-	-	-	-	-	1	1	2	6	-	6	-	-	-	-	8	
52. Newcastle, W.	-	-	1	-	-	5	6	9	9	1	10	-	-	3	3	22	
Total,	-	1	1	4	6	21	24	57	75	16	91	-	2	27	31	2	181

II. FEMALE TEACHERS.

DISTRICT.	To be promoted to							To be left stationary.			To be degraded.	To be dismissed for failure				Let the District or the Service before final Examination.	Total summoned to Written Examination.	
	Class I.		Class II.		Class III.		TOTAL.	As already classed.	As Probationers on further trial.	As "Junior Elementary Assistant" or "Work-substitutes."		TOTAL.	In one subject.	In two subjects.	In three or more subjects.			TOTAL.
	1st Division.	2nd Division.	3rd Division.	1st Division.	2nd Division.	3rd Division.												
30. Ballina,	-	-	-	-	1	3	1	5	6	1	2	9	-	-	1	5	19	
31. Westport,	-	-	-	-	1	4	5	10	1	12	4	4	-	-	5	8	24	
32. Tuam,	-	-	-	-	1	6	6	13	6	1	3	10	1	-	3	4	27	
34. Galway,	-	-	-	-	-	3	3	6	4	3	1	7	-	-	4	4	16	
35. Ballinasloe,	-	-	-	-	2	9	3	14	3	4	1	8	-	1	-	1	23	
36. Parnassow,	-	-	1	1	2	8	8	8	4	7	2	9	-	1	-	2	16	
42. Gort,	-	-	1	1	1	2	2	7	7	2	-	9	-	-	-	1	12	
45. Ennis,	-	-	-	-	2	1	3	6	5	7	12	12	-	-	2	2	17	
51. Limerick,	-	-	-	1	1	2	1	3	4	1	-	5	-	-	4	1	14	
52. Newcastle, W.	-	-	-	-	2	4	4	7	11	1	-	12	-	-	3	3	23	
Total,	-	-	2	4	6	33	24	69	51	25	5	81	2	8	28	35	6	189

First-class monitors were examined with the teachers of six districts. There were five young men and twenty-eight young women, 33 in all, or two more than in 1870. Twenty-two acquitted themselves creditably and were classed or promoted; nine who had been classed the previous year were not promoted, and two failed so badly as to show they ought

not to have been appointed. Gratuities amounting to £55 were awarded to their teachers for instructing the monitors whose answering was satisfactory.

The senior monitors, male and female, were also simultaneously examined in the several districts. The following tables show how they acquitted themselves. It is disappointing to find that the number of failures was greater in 1871 than in the previous year. The mistake had been made of placing many monitors under teachers ill-qualified to educate them—the fruit is seen in their bad answering at examination.

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RESULT of EXAMINATION of SENIOR MONITORS.

I. MALES.

Number of Male Senior Monitors.	Number of Male Senior Monitors in District										Total.
	20.	21.	22.	23.	24.	25.	26.	27.	28.	29.	
(a) Whose answering was so good that their teachers were recommended for the full gratuity,	6	3	7	6	8	12	8	11	11	7	79
(b) Whose teachers were recommended for less than the full gratuity,	2	-	3	2	7	-	1	4	1	3	25
(c) Whose teachers were not recommended for any gratuity,	-	3	6	-	5	4	11	8	8	6	51
(d) Whose answering called for admonition of the monitor,	-	-	-	4	1	-	2	-	1	2	10
(e) Whose answering called for censure of the teacher,	5	2	-	-	-	-	-	2	-	3	12
(f) Whose answering called for censure of both teacher and monitor,	-	1	-	-	-	-	1	-	1	-	3
(g) Whose dismissal was recommended,	4	4	3	-	1	1	7	1	5	2	27
Total,	17	13	20	12	23	17	30	26	27	23	207

II. FEMALES.

Number of Female Senior Monitors.	Number of Female Senior Monitors in District										Total.
	20.	21.	22.	23.	24.	25.	26.	27.	28.	29.	
(a) Whose answering was so good that their teachers were recommended for the full gratuity,	3	1	10	21	7	18	8	5	63	23	161
(b) Whose teachers were recommended for less than the full gratuity,	1	-	7	2	9	1	1	3	3	7	34
(c) Whose teachers were not recommended for any gratuity,	2	2	-	10	13	6	19	16	20	8	96
(d) Whose answering called for admonition of the monitor,	-	-	1	4	1	2	-	-	1	4	13
(e) Whose answering called for censure of the teacher,	4	-	-	-	-	-	-	4	-	6	14
(f) Whose answering called for censure of both teacher and monitor,	-	1	-	2	-	-	-	-	-	-	3
(g) Whose dismissal was recommended,	4	2	-	-	-	2	4	1	2	1	18
Total,	14	6	10	33	30	29	32	29	89	51	337

I have the honour to be, gentlemen, your obedient servant,

JAMES PATTERSON, Head Inspector.

The Secretaries, &c., &c.

Appendix G.

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A. O'Callaghan, Esq.

No. 3.—GENERAL REPORT for the year 1871, upon SCHOOLS INSPECTED, and TEACHERS, &c., EXAMINED, by A. O'CALLAGHAN, Esq., Head Inspector.

Londonderry, 10th February, 1872.

GENTLEMEN,—I have the honour to submit, for the information of the Commissioners of National Education, this my general report for the year 1871.

The ten districts which are under my superintendence I have charge of since 1868. They comprise the whole of the counties of Londonderry and Donegal, and portions of Antrim, Tyrone, Fermanagh, Cavan, Leitrim, and Sligo.

These districts contain 1,269 National schools of all classes, which are distributed as follows:—

Official centre.	Ordinary Schools.	Convent.	Peer-Law Union.	Evening.	Departments of Model Schools.	Total.
Lettickenny,	124	—	8	—	—	127
Londonderry,	111	3	8	1	3	121
Coleraine,	117	—	3	1	6	127
Donegal,	125	2	3	—	—	130
Strabane,	124	1	2	2	3	132
Naghers,	133	—	1	10	—	144
Sligo,	117	1	3	—	3	124
Kerrinmillan,	115	1	—	—	3	119
Omagh,	104	1	1	—	3	109
Ballymore,	134	1	1	—	—	136
Total,	1,204	10	20	14	21	1,269

The number of schools of all classes in these ten districts on 31st December, 1870, was 1,251, and at the corresponding period of 1871, 1,269.

Classification of Teachers.—The principal teachers of the 1,204 ordinary schools in these ten districts are classed as follows:—

	Males.	Females.
First Class,	104	31
Second „	250	96
Third „	414	139
Probationers,	123	49
Totals,	889	305

From this it appears that 59 per cent. of the principal teachers are in the lowest grades of classification. There are besides 179 assistant teachers, of whom 56 belong to second class and the others to the lower grades.

Of these 1,383 teachers, principal and assistants, 794 have been trained in the Central Establishment, Dublin. That is, 57 per cent. have received the benefit of special technical instruction, to render them fully competent to act as schoolmasters with decision and efficiency, while 43 per cent. are employed in teaching, and have not passed through this important preliminary stage of special preparation. A very large proportion of the teachers—those of the Roman Catholic denomination—are debarred by the prohibition of the bishops from joining the Training Institution in Dublin. The privation of this professional preparation has, of course, had an injurious influence in the schools that are conducted by untrained teachers, who are, to a great extent, ignorant of the most important principles of their business—skilful and adaptive organization, and intelligent method in conveying instruction. I must observe,

however, that the want of the knowledge and experience to be acquired in the metropolitan institution is partially compensated by the resources of the monitorial staff, which has supplied many schools with teachers of considerable natural ability, and possessing a fair amount of technical tact and information.

With reference to the undue preponderance of the numbers in third class, I believe that this unfavourable disproportion is due to the generally felt diffidence of the teachers—I refer to the male teachers—in their ability to master the subjects of the course for second class, so far as to secure their promotion. This is a matter which has been frequently brought under the notice of the Commissioners; and certainly its importance—both as regards the efficiency of the instruction in the schools and its bearing on the income of the teachers—strongly recommends it to serious consideration. In my opinion the programme for second class is in one direction defective, and in another excessive. It should be conceived so as to increase, by new acquirements, the professional power of the teacher, and to render the instruction given in the school the more effective and intellectual by his extended acquirements, and, of course, increased resources of illustration. My own notion is that the programme is deficient as regards such subjects as Method of Teaching and English Literature. I would, therefore, add to the programme for second class such works as *Cromwell's Etymology*, *Morell's Grammar and Analysis*, *Whately and Campbell on Rhetoric and Criticism*, *History*, and the admirable course in *English literature* contained in the *Lesson Books* and the two volumes of *Poetry*. I would not require the candidates for this class to be examined in geography, book-keeping, trigonometry, mensuration, algebra, or natural philosophy.

A more extended course than that at present laid down in the programme of first class might be required in geometry, trigonometry, algebra, and natural philosophy. An elementary knowledge of the calculus should also be expected. I would not require the teachers seeking promotion to first class to be examined in grammar, geography, book-keeping, mensuration, or agriculture.

Classification of Pupils.—In the schools that were fully examined by me during the year the pupils present were distributed amongst the different classes as follows:—

	Boys.	Girls.	
First Class,	621	558	} 73 per cent.
Second „	513	540	
Third „	265	268	
Fourth „	168	160	} 27 per cent.
Fifth „	19	14	

The average age of these pupils, according to classes, was—in first class 6·6 years; in second, 9 years; in third, 10·9 years; in fourth, 12·6 years; and in fifth, 13·6 years.

The proportion of the number in daily average attendance to the number on rolls shows no remarkable difference from the results of former years. In the schools fully inspected by me the average

Number on rolls was	6,619
„ in daily attendance,	3,183
Ordeal proportion,	52·8

The slow rate of progression from class to class, and the consequent majorities in the junior classes, are attributed almost universally by the teachers to irregularity of attendance. This explanation is probably true to a large extent; but it is questionable if they have generally adopted energetic means to diminish the evil. It is a well-known fact that the teachers for the most part are not in the habit of informing parents,

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either by personal communication or by letter, of absences from school; although this notice by letter could be given without expense by sending it by a pupil living in the neighbourhood of the absentee. No special communication either is made in the instance of pupils who, making a fair number of attendances during the year, yet are frequently late in their daily attendance. I am persuaded that if the teachers made it a permanent practice to communicate more frequently in school matters with families, the natural interest of the parents would be aroused, and a more regular attendance of the children would be secured.

But it is in the new system of payments by results that the effectual cure will be found of many of the weak points which have impeded the progress of popular education.

The short experience I have had of its operation on the first experiment in this country, and the opinions which I have heard expressed by inspectors who have conducted these examinations in different districts, go far to convince me that when the system will have been in general operation, and the defects removed which actual trial will have pointed out, a new era of bright hope will commence for the National schools. Both teachers and pupils will be stimulated; despondency and apathy that often palsied the energies of the former will disappear, and a stronger spirit of emulation will urge on the latter to industrious application, and an ambition to rise to a higher class. During the recent examinations the feeling of interest created amongst teachers and pupils was very noticeable. Even the parents, of whose indifference to education we have heard so much, were found to share largely in the ardour and animation of their own children. With regard to the teachers, whose contentment and whose welfare should be objects of paramount solicitude, I feel persuaded that the effects of the new system will most agreeably disappoint them; and that, instead of its depressing them to a lower remuneration for their exertions, which many gloomy prophets have predicted, the teachers will receive a suitable and generous requital in increased incomes and an improved social status.

With respect to the new school programme of examination, exhibiting admirable educational skill in its various provisions, it would not be an easy task to suggest improvements. I have to remark, however, that it appears to me to make the number of school stages too small. Experience has abundantly proved that, with our present five classes, promotion from class to class in twelve months is not to be expected. Mr. Keenan's plan of eight sections would I think, be entirely free from objection.

Proficiency of pupils.—On comparing the summary table of proficiency for the past year with that for the previous year, I find that the percentages are higher in reading, spelling, explanation, writing, and dictation, and lower in arithmetic, grammar, and geography in the results for the past year. The differences however, between the two tables are small, and do not call for any special observations. Of grammar and geography, I have to observe that the knowledge of the former has been for years past gradually sinking into oblivion, and that the latter enjoys only a languishing existence. Their revival, however, may be with certainty looked for under the stimulating influence of the new examinations.

In arithmetic I find very generally a want of expertness in working sums. This slowness I trace to the neglect of mental arithmetic, which is almost universal; and yet everyone admits that these mental operations in calculation invigorate the thinking power, and tend to effectuate both facility and accuracy. I am glad to observe the practice spreading amongst the schools of giving home exercises in arithmetic to

be worked on paper. A few years back and no such exercise was to be met with—all was slate-work, which was very absurd. Now, on the contrary, it is not uncommon to find exercises in this branch and in parsing and dictation performed on paper, and with very satisfactory results.

I have to report very favourably of the progress of the most important of all the school-subjects, namely, reading. There is a general tendency to attach higher value to proficiency in this branch, and its cognate subject, explanation, than existed formerly. In some schools the pupils are required to recite, without book, pieces of poetry before the whole school. These pieces are taught with special care, so as to secure correctness and expression. This is an excellent practice, producing results quite remarkable, for I have invariably found a better style of reading than ordinary in the schools in which this practice has been adopted. Writing from dictation is a daily practice in the schools, and is taught with success. In most schools the fourth and fifth classes write this exercise on paper. Of penmanship I have to report very favourably. It is possible to ascertain at a glance if writing is carefully taught, from the resemblance of the pupils' performance to the head-lines. Where this identity of style is wanting, the inference is that the pupils are left to themselves to imitate or not as they choose. Some of the schools can exhibit beautiful specimens of really finished penmanship. I have also to report favourably of the continued improvement in needle-work. There is a fair supply of materials in most of the schools. The test to which the female teachers are subjected at the annual examinations in this branch has had a very perceptible influence on the work—both in variety and in finish—done by their pupils.

Taken in connexion with the proficiency exhibited by the pupils, the number of them advanced in a given period from class to class, furnishes a fair criterion of the educational effectiveness of the schools. I give here the actual number of promotions made during the year, and compare it with the average number in daily attendance for the same period:—

Average number in daily attendance,	3,183
Number of promoted pupils,	1,554
Centesimal proportion,	48.8

When the irregular nature of the pupils' attendance and other unfavourable circumstances are taken into consideration, this result must be regarded as satisfactory. Besides, in the very best of the ordinary schools, and even in the model schools, the proportion of the promotions is not always much in excess of that here given for ordinary rural schools.

District Model Schools.—The following seven model schools are included in my circuit, namely, Londonderry, Coleraine, Ballymoney, Sligo, Enniskillen, Newtownstewart and Omagh. The two last are minor model schools, and have no boarding-houses for the maintenance of pupil-teachers. I have furnished a special report for the year on each of these schools. Each of them is divided into three separate departments, male, female, and infant. The examination of these twenty-one departments occupied me for seven weeks. In the following, I exhibit by way of comparison, the leading educational results of the examination of fourteen departments, namely, the male and female of each of these schools, excluding the infant departments. Opposite the name of each school two sets of per-centages are exhibited—the one representing the proportion of the number of pupils who qualified for premiums to the total number examined; and the other, the proportion of the number of promotions made in twelve months to the average number in daily

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Appendix C. attendance. These combined tests offer a fair measure of the educational effectiveness of each school :—

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		Per-centages.	
		Promotions.	Promotions.
Enniskillen,	Female,	65	63
Newtownstewart,	Male,	61	60
Sligo,	Male,	48	70
Omagh,	Female,	53	62
Ballymoney,	Female,	26	37
Coleraine,	Male,	43	69
Sligo,	Female,	51	57
Ballymoney,	Male,	37	60
Newtownstewart,	Female,	66	25
Enniskillen,	Male,	49	40
Derry,	Male,	47	39
Coleraine,	Female,	37	47
Derry,	Female,	46	35
Omagh,	Male,	30	43

School fees.—The total number on rolls in the twenty-one departments, on the 31st December, 1871, was 2,004. The proportion paying the different rates of school-fees was as follows :—

579	paying 5s. a quarter.
670	2s. 6d. "
455	1s. 1d. "

From this it appears that 43·8 per cent. of the pupils on rolls were rated at the highest fee.

This proportion appears to me to be too large, and has been, to a certain extent, forced through a want of due consideration on the part of the teachers for the circumstances of the parents. During the past year much discontent has been exhibited by the latter on this point, and public attention drawn to it in the journals by complaining parents. The Inspectors in charge of these schools, should, I think, exercise a more direct and firmer control in this matter of school-fees. Whenever a parent admits that it would be inconvenient for him to pay the highest fee, his child should be admitted at a lower, for it is found by experience that people are not willing to confess to an inability of this kind, and when they do so, the demand for the higher fee should be at once withdrawn.

Pupil-teachers and Monitors.—The number composing the junior staff in these seven model schools, on the 1st January, 1871, was 79. There were admitted during the year 43; 40 completed their course of training and left. Of the number who left, 7 were appointed as teachers in ordinary schools; 8 were sent to complete their training to the Central Institution, Dublin; 18 gave up teaching and entered into other employments, and 7 remain without any present engagements.

I feel much pleasure in stating that the order, the discipline, and the moral tone of all the schools are highly satisfactory. The conduct of the pupil-teachers and monitors has been most favourably reported on by their teachers. No serious breach of discipline has occurred during the year in any of these schools, and no misconduct requiring special notice. The teachers themselves are, with a few exceptions, most diligent and earnest in the discharge of their duties. The exceptional cases have been already brought specially under the notice of the Board.

Annual Examinations of the Teachers of Ordinary Schools.—The following conditions were acted on during the past year. Candidates for promotion to a higher class, who at the Easter examination answered 45 per cent. of the number of questions, were entitled to a re-call to the oral examination; while candidates for promotion to a higher division

of their class, to qualify for a re-call, were expected to answer 55 per cent. The joint per centages of the written and oral examinations, finally determining promotion, were 50 per cent. in the former case, and 60 per cent. in the latter.

The following summary exhibits the results of the examinations for the year 1871 :—

	Males.	Females.	Head Inspectors' Reports on Schools inspected and Teachers examined.
Number of teachers summoned to attend,	244	131	
" who failed to attend,	31	18	
" recommended for promotion to :—			
I st ,	1	1	
II nd ,	—	1	
III rd ,	—	5	
IV th ,	7	4	
V th ,	4	3	
VI th ,	26	26	
VII th ,	29	23	
" recommended to be left stationary,	118	64	
" " dismissed for failure in :—			
One subject,	1	—	
Two subjects,	2	1	
Three or more subjects,	25	7	

That is, only 33 per cent. of the number of male candidates succeeded, and 46 per cent. of the female. As I have stated in a former part of this report, my opinion is that the subjects in programme for first and second classes of the male teachers, are both too numerous and too difficult; and the large proportion of failures from year to year leads to the same conclusion.

I have the honour to be, Gentlemen, your obedient servant,

ANDREW O'CALLAGHAN, Head Inspector.

The Secretaries, &c., &c.

No. 4.—GENERAL REPORT of M. FITZGERALD, Esq., Head Inspector, on Schools inspected and Teachers examined in 1871. *M. Fitzgerald, Esq.*

Dublin, April, 1873.

GENTLEMEN,—I have the honour to submit the following report for the consideration of the Commissioners of National Education :—

During the year to which it refers, no change took place in the districts under my superintendence, or in the Inspectors in immediate charge of them. These gentlemen discharged their arduous duties, as in former years, with zeal and fidelity, and in such a manner as to call for but little interference on my part. Few people, if any, except those immediately engaged in the work of carrying on primary education in Ireland, have an idea of the amount of work performed by the District Inspectors, or of the energy, patience, and care necessary to perform that work effectually. The inspection of the schools, including, of course, the examination of the pupils present, occupies from four to six hours a day, according to circumstances; and except during vacation, and at the time of the teachers' and monitors' examination, this work must be undertaken on at least nine days in every fortnight. Speaking generally, I am within the mark when I say that an Inspector is very seldom out for less than eight hours on inspection days—reckoning from the time he leaves home until he returns—and that he is often out for ten or even twelve hours a day. This alone is an amount of work considerably above that required of other civil servants. The lowest period I have stated being 33 per cent. more than the time required of the in-door staff of any public department.

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On the days when an Inspector is not engaged in out-door duty—namely, Saturday, and one day in each fortnight—besides—he is engaged in writing reports on the schools he has visited, correspondence with managers and others, and a variety of miscellaneous duties, which entirely occupy his time. If an Inspector were to devote to his office work on these days only the six hours a day required in Government offices, it would be hopelessly in arrear in less than a month. Indeed, as a matter of fact, few Inspectors can get their week's work done within the week, and too many are obliged to work even on Sunday, so as to have their official papers in the office on Monday morning, as required. I do not now refer to an Inspector's duties in connexion with the examinations of teachers and monitors, for these, though involving labour and attention, have special times allotted for them; but I must refer to what is, after all, the severest tax upon the Inspector—namely, the responsibility which rests upon him in reference to the work of education in his district. The great majority of school managers, whether rightly or wrongly, do not recognise it as part of their duty to superintend the instruction given in their schools; they leave this avowedly to the Inspector. It will be easily seen how this increases his labour and his responsibility. If he had merely, as the name of his office imports, to inspect and examine the schools, and to report upon them, he would still have more than enough to do; but he must do much more, for he must be ready always to advise and instruct the teachers who apply to him; he must formulate as well as measure the education given in the schools under his charge; he must, in fact, organise as well as inspect them. He is practically the director of primary education within his district; and his influence as such extends, on an average, over an area of 530 square miles, and, in round numbers, to 90,000 persons, of whom 16,000 are on the rolls of the schools which he inspects. This is an aspect of an Inspector's duty and responsibility which is commonly lost sight of, but which presses severely upon the abler and more conscientious members of the staff. Such men have literally no time for anything but the duties of their position, and most of them toil on under an uneasy sense that, work as they will, they must of necessity leave undone much of what they desire to do.

The heavy responsibility resting upon the Inspectors, which all thoughtful men among them feel, is about to be greatly augmented by the introduction of a system of partial payment of the teachers by results. Henceforth, the Inspector will have to measure exactly the work done in each school, with the consciousness that upon every act of judgment he forms in respect of it, a portion of the teacher's income will depend, in fact, by every decision adverse to the teacher, he inflicts, on the spot, a pecuniary fine—small, no doubt, in individual amount, but rising in the aggregate, possibly, to a considerable sum. It is needless to enlarge upon the patience and skill that must be brought to the performance of this duty, or upon the responsibility which it involves. Her Majesty's Inspectors in England have no such delicate or irvidious task to perform. When they reject a pupil at the results' examination, the loss does not fall directly on the teacher, but on the school committee, who, not having a direct personal interest in the matter, and, besides, having other sources of income, are likely to bear the loss with equanimity, or, at least, to take a candid view of the Inspector's action, and not to suspect or attribute any unworthy motive on his part. Fortunately, the Irish teachers have great confidence in the Inspectors—a confidence which, as a body, they well deserve; and I have no doubt that the same qualities which have gained this confidence in the past will continue to secure it

in the future, in spite of the more difficult conditions under which they will henceforth be exercised. But the duty will not be the less onerous on the Inspector on this account, rather the more so; and it is to be hoped that efforts will be made to lighten their work in other directions, and to make their position more comfortable. The former can be done by reducing the number of inspections in the year, and by diminishing the clerking work required. I dwelt, in a former report, on the necessity of reducing the number of inspections; and I need not go over the same ground again, especially as the introduction of the results' system renders it a practical necessity. But with reference to the clerking required of Inspectors, anyone conversant with their duties must see how unnecessary are many of the forms in use. One example will suffice to show this: the details of every inspection are recorded no less than *four times* by the Inspector—viz., in his note-book, in the observation book in the school, in his report to the office, and in the district book. And many of these details, such as those relating to the teachers and the fabric of the house, are recorded, inspection after inspection, in identical terms, no change having taken place. Surely, there is room for improvement here.

The introduction of the system of payment by results into this country, which may be said to be now inaugurated, marks a very important change in Irish National Education. I do not propose now to discuss this system, which many thoughtful men consider unsuited to our schools, and practically unnecessary. There can be no doubt that we have had and still have in Ireland many primary schools as good as could be found in any country. The model schools, for instance, afford a bright example of what can be done by good teachers working under favourable circumstances. Pupils educated at these schools, and at ordinary schools also, have shown during the past year, by their success at competitive examinations, that they had received thorough instruction in those branches selected as tests of fitness for admission to the public service; and many persons argue that the system of instruction and of inspection which produced these results should not have been altered. They maintain that, had the salaries of the teachers been improved, and the benefits of training thrown open to a larger number of them, a greater amount of good would have been done. It is now both too late and too soon to discuss this question—too late, when the introduction of the system of payment by results has been decided on; too soon, while we have yet no knowledge of the practical working of that system. It is well, however, to point out that the system designed for Ireland differs materially from that in operation in England. In the first place, the Irish system provides good personal salaries for the teachers, and in the second place, the programme of instruction and examination for the Irish schools is much more comprehensive than even that set out in the last revised English code.

A glance at the programme of examination issued to the schools will show that the tone of Irish education will not be lowered by the introduction of results' payment. I purposely abstain from any criticism on that document, because I am aware that it is in contemplation to revise it, and that most probably a revised issue of it will appear before this report is made public. But I wish to point out that, whether in its present or in any revised form at all likely to be adopted, it provides for the thorough and complete instruction of the pupils in National schools, on the same basis as hitherto; and I would say to the teachers who may read these remarks, that if they teach their classes according to the programme, with a single eye to educate the pupils under their

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charge they need have no fear as to the effect of the results' examination on their own incomes. Let them faithfully instruct their pupils, thoroughly and intellectually as heretofore, and not only will they turn out good scholars, which should be their first aim, but they will earn larger fees than could be secured by any system of *examining* however skilful.

Respecting the teachers attending examination during the year I have but little to say. Those seeking admission to the service, at least the males, were decidedly inferior to those coming forward a few years since. The sole cause of their inferiority is to be found in the smallness of the teachers' incomes, especially in the lower classes. Let us hope that as the incomes improve under the new system, so will the candidates for the office of teacher. The best prepared candidates—in fact, the only well prepared candidates examined by me during the year, were those who had been pupil teachers or paid monitors; and to a judicious extension of the monitorial staff I look forward as the best, if not the only means of increasing the supply of qualified teachers.

I have the honour to be, gentlemen,

Your obedient servant,

M. FITZGERALD, Head Inspector.

The Secretaries, &c., &c.

Appendix D.

Proficiency
of Pupils
found in
attendance
at inspec-
tions made
during the
year.

APPENDIX D.

EXTRACTS from DISTRICT INSPECTORS' REPORTS for the year 1871.

*General Observations as to proficiency of Pupils found in Attendance at
Inspections made during the year.*

District 1, Letterkenny; Mr. Macaulay.—*Reading* (including oral spelling and explanation).—Some improvement in reading. Care is taken that the pupils are made to read slowly and with great distinctness. Explanation has become an indispensable part of the lessons in all the classes, and in most of the schools the children are profitably exercised in occasionally transcribing from their lesson books—an exercise which, when properly supervised, answers the two-fold purpose of a useful spelling lesson combined with writing.

Arithmetic.—The practical part of the arithmetic continues to be very well taught, and, in general, fairly understood; but, I am of opinion, the exercises are not sufficiently diversified. The teachers rarely depart from the questions given in the text-books, and the result invariably is, that the pupils feel themselves embarrassed when the examiner proposes "sums" to which they are unaccustomed.

Pennmanship.—This important subject appears to me to be more carefully taught in most of the schools than it has formerly been. The teachers look closely after the pupils when engaged at their writing exercises. A taste for neat and legible writing is spreading amongst the pupils, and, in the course of a few years, we may expect to find that bad or illegible writing will be the exception, and not the rule, as we have found it to be.

Writing from Dictation.—I may say that, as a general rule, "transcription" is better attended to than heretofore, and has, to a considerable extent, usurped the place of the ordinary dictation exercises, over which

it possesses some advantages. In many of the schools the dictation exercise is written upon paper with very beneficial results. No part of the school programme is better attended to by both teachers and pupils.

Grammar.—There is but little change in the general proficiency attained by the pupils in this subject. Text-books are not in general use, and the preparation of home lessons is not sufficiently encouraged by the parents. There is, therefore, but little opportunity of learning grammar unless from the instructions of the teachers during the ordinary lessons.

Geography.—The progress in this branch of the school programme does not come up to my expectations. The chief defect observable in the examination of the children is their inability to answer questions on the relative situations or positions of towns, counties, &c., without a reference to the map.

Needlework.—The proficiency in this most important branch is by no means as satisfactory as it should be. Only a comparatively small number of the teachers can produce really neat specimens of plain work. Their industrial training has been much neglected, and they have yet to learn that good needlework is indispensable to a teacher, and by no means inconsistent with good scholarship.

Extra Branches :—

	Schools.	Number Learning.	General Proficiency.
Singing,	3	50-65	Tolerably good.
Drawing,	2	10-35	Pretty fair.
Agriculture,	7	18	Not much progress.
Measurement,	8	32	Fair.
Geometry,	8	23	Fair in First Book.
Algebra,	8	18	Knowledge of Simple Equations, fair.
Book-keeping,	8	30	Theory, fairly understood.

The Agricultural Class Book is taught with fair success in three schools.

The Temple Douglas Agricultural School is not included in this return, the progress in that department being specially noted by the agricultural inspector. The introduction of Agricultural Class Book does not meet with much favour.

General observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

The chief obstacle to the further extension of National schools in this district is the great difficulty of procuring sites in the several localities where they are urgently required.

The irregularity of the attendance is the principal drawback to the efficiency of the schools in operation.

What I have always regarded as one of the greatest impediments to the progress of education is happily in process of removal. I am confident the discontent of the teachers will, in a short time, be reckoned amongst the things of the past; and I am sanguine enough to be convinced that the generous considerations of the Commissioners and of the Government will be amply repaid by the increased exertions of the gratified recipients of a long-deferred but merited remuneration.

General Observations as to proficiency of Pupils found in Attendance at Inspections made during the year.

District 2, Londonderry; Mr. Dugan.—*Reading* (including oral spelling and explanation).—The style of reading is generally plain and audible, with correctness in the pronunciation of words, but wanting in

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expressiveness. By expressive reading two things are to be understood :— 1, that the reader groups the words and pronounces them in such manner as to show that he understands the scope and spirit of the matter read; 2, that the hearer clearly apprehends what the writer of it intended to convey. Our pupils fail, as a rule, in these points, either of which implies the other.

The teachers do not give sufficient or earnest attention to this most important of our school courses—intelligent explanation of the subject matter of the lessons. Drift of sentences and application of words is much neglected. They too often confine their instruction in this way to mere parrot repetitions of the meanings of the few words in the columns at heads of lessons, instead of taking these as merely specimens of the manner for treating *all* the words necessary to elucidate the text.

Recitation of poetry, at present not enforced in the new programme for results, will, I trust, be made hereafter an essential requisite for a pass in reading. There are few exercises more profitable for National schools. It produces many of those results which are aimed at by a higher education. It stores the mind with refined thoughts, elevates it with noble sentiments, and acts as an auxiliary to composition and reading, by enlarging the vocabulary and improving the intonation.

Arithmetic.—The proficiency in arithmetic is far from satisfactory. The evidence of slovenly and imperfect teaching is very distinct, the pupils' exercises being characterized by want of method and accuracy. It is fair, however, to say that this state of things is not confined to Irish National schools: the same complaint is almost universal amongst the inspectors of schools in England and Scotland. Of 24 who reported on the subject, not less than 17 spoke most unfavourably of arithmetic, the phrases frequently employed to characterize it being, "at a low ebb," "the weakest subject in the school," "uncertain," "unsatisfactory," &c. I regret to say that the same epithets might, in truth, be used by me. Of course there are several bright exceptions, but, as a rule, my remarks apply to the generality of rural schools.

The instruction is not sufficiently individual or explanatory, sufficient care not being taken to prevent copying, or to require the pupils to work from their own knowledge of the rules and principles applicable to the case in hand. The chief stumbling-blocks which are met with in Class II. being the carrying of 10; in Class III., reduction and working for exact remainders, even such as halfpence and farthings in division of money; in Class IV., reduction of weights and measures and proportion.

In carrying out the requirements of the new programme in schools examined for results' fees, I found that the failures in arithmetic were, on an average, no less than 66 per cent. It will be remembered, however, that this result was obtained from the worst schools of the district, and that the requirement "to work on paper easy questions in simple proportion" utterly confounded all in Class III., generally the highest class in the description of schools examined. I expect, however, in my next report, to be able to record a more favourable state of things, from the operation of the results' system. Teachers who wish to place their pupils in a fair way for obtaining a pass in arithmetic must give more attention to (1) individual teaching; (2), to prevention of copying; (3), to the pupils understanding the principles and rules governing each operation; and, lastly, to the frequent exercise in giving written answers, on slate and paper, to questions dictated.

Penmanship.—Penmanship presents a well-marked progress in all respects. The sprawling, crabbed writing, formerly so common in elementary and in higher schools, is scarcely ever seen now in our Na-

tional Schools. The general practice is to write a roundish, free, cursive hand. The "competition in penmanship," started by Mr. V. Foster, has awakened a good deal of activity amongst teachers and pupils, and will, I believe, tend to encourage good writing. In several instances I have observed that the pupils of Class I. are somewhat neglected in writing. The training of the hand to describe by pencil or pen the elements of letters, such as curves, ovals, and straight lines may be commenced with benefit at an early age.

Writing from Dictation.—Writing from dictation is well taught in most of the National schools of this district. Many of the exercises of this kind written by pupils of Class III. and Class IV., in several of the country schools, would, in fact, be creditable to the upper classes of a grammar school. Several years ago I advocated that pupils of Class II. should be exercised in writing words from their sounds. Some inspectors have disapproved of this, but, as it appears to me, on insufficient grounds. In the new programme for results, however, such an exercise forms a requisite for even a pass in spelling in Class II., and higher; and further, the very introduction to writing from dictation—viz., transcription of words—has been placed in the programme for Class I. In addition to ordinary writing from dictation, it would be well to exercise the senior pupils—senior Class IV. and Class V.—in writing stanzas, sentences and paragraphs, in prose, from memory. This will assist correctness of spelling in composition—such as letter-writing or work of the kind. There is no doubt that the sound, in many instances, suggests the spelling of a word. We often find pupils, who can write words and sentences fairly from dictation, to make sad blunders when writing even the same or similar ones from mere memory or independent composition.

Grammar.—Instruction in grammar is generally unsatisfactory. This subject has been aptly termed the "logic of the people"; but, I regret to say, that it is not so taught in, at least the schools of my district, as to merit the name. Children in Class II. know the noun and adjective; in Class III., the verb and adverb additional; Class IV. have some hazy notions regarding the "nominative" and the "objective," but as to knowing how or where to find the subject and predicate in an assertion, or to distinguish the adjuncts, is out of the question.

Geography.—Geography is rather poorly taught. It is surprising what little attention is given to this interesting subject. Even the more advanced pupils—Class IV. and V.—know little more than the mere outlines of the maps of the World, Europe, and Ireland; hardly anything of physical geography, especially that portion of it relating to the distribution of minerals, plants, and animals. Knowledge of this subject, showing the mutual dependence of countries and people, is intensely interesting to us now, owing to the means of almost universal communication which science has opened up. No child, whether of poor or rich, can, in these days, be considered as satisfactorily instructed who does not possess some definite ideas upon such a subject before he leaves school.

The new programme, ignoring results in geography for all below Class III., will probably have the effect of so far limiting the instruction. This need not be regretted since sufficient can be taught to those who remain long enough in school for Class III. and higher, while for those who do not so remain the nature and amount of the instruction that could be given in geography would be worthless. The same reasoning applies to instruction in grammar—not, however, to reading, writing, and arithmetic—arts that must be acquired by practice from an early age, the more necessary in National schools, of which, in this district, 88 per cent. of the pupils do not reach twelve years.

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Needlework.—Needlework is taught in 54 schools to about 1,500 girls. The proficiency, especially in plain sewing, is steadily improving. I continue to require the pupils in each school to produce samplers of this kind of work, executed since last visit. Plain work comprehends the varieties known under the terms plain needlework and knitting. Fancy work, such as embroidery, wool-work, fancy knitting, and crochet, is also taught in several schools. I do not by any means discourage such work, unless pushed to excess. It trains the hand to dexterity and the eye to harmonies of form and colour, while it forms a pleasing and useful recreation to those who shall have long enough of weary life-work before them. In this district a large number of girls are kept from school at the ages of twelve and thirteen to earn a little in sewing or finishing shirts, distributed by the agents for the Derry factories. The art of cutting out is rather neglected; but, as this subject has become one of the requirements for classes III., IV., and V. in the new programme, failure in which will entail a deduction in results fees, there is reason to hope that it will receive more attention for the future.

Extra Branches:—

	Schools.	Number Learning.	General Proficiency.
Singing,	15	500	Fair.
Drawing,	53	80	Fair.
Agriculture,	20	100	Poor.
Measurement,	20	50	Medium.
Geometry,	14	30	Medium.
Algebra,	13	24	Poor.
Book-keeping,	26	60	Medium.
Navigation,	1	3	Poor.
Physical and Applied Science,	1	40	Medium.

The Agricultural Class Book is taught with fair success in four schools.

Condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

General Observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

In this district, comprising portions of two counties whose inhabitants are characteristically distinct in race, habits, and, very generally, in religion, the state and prospects of National education are as hopeful as can be expected under the several drawbacks affecting it. These portions of counties are:—the barony or great northern peninsula of Inishowen, and part of Raphoe, in county Donegal; the city and liberties of Derry; the barony of Tirkeeran, and part of Kennaught, in county Londonderry.

The drawbacks referred to are, though not in the order of effective importance:—I. The imperfections and weakness of the teaching power. II. The apathy and neglect of parents in not sending their children to school; or, if they do, in not making them aid the work done there by some sort of home exercises. III. The imperative demand for juvenile labour during certain seasons of the year.

I. Out of the 135 teachers under my supervision little more than one-half are trained, and of the 63 untrained teachers 59 are third class and probationers. While admitting that amongst these low and unclassified teachers there are several earnest and efficient men, I am bound, however, to say that the best results are, as a general rule, found in schools conducted by those who have had the advantage of a training course, short and consequently imperfect as it may be. Although we have two excellent manuals of method, &c.—Mr. Joyce's and Mr. Robinson's—it is surprising to us to find how imperfectly these are studied or consulted by the very class of teachers that most need the information conveyed. The answering on this subject at the annual examinations is of a very

meagre and doubtfully useful character. Method, as understood by the term, and as explained in the manuals referred to, ought to hold a more important place in estimating a teacher's claim for promotion, and a higher penalty attached to failure in it by candidates for classification. What should we say of a surgical candidate who was allowed to pass for his diploma without knowing the technical language or the use of the instruments for his craft?—who did not know the difference between healing “by first intention” and “second intention,” or between a tourniquet and a tenaculum? Yet this is precisely similar to what occurs with young teachers who know not how to construct a time table, to graduate the work of instruction, to draw up notes for lessons, or to manipulate with chalk and black-board.

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II. The apathy and indifference of the parents has been frequently commented on and made a matter of bitter complaint by both English and Irish Inspectors. It takes a long time, however, to introduce amongst a people, especially an illiterate one, a full appreciation of the tangible value of any elements of social progress, such as in the matter of education. Here each one will appreciate only so far that he has been at school himself, and found the value of it in afterlife. Many have been at school and cannot recognise this value, while a great number have never been at school at all. Consequently, the permeation of such a community with a knowledge of the worth and value of schooling, and with a desire to act up to it in the case of their own children, must be a very slow process—particularly so when it involves much sacrifice. Moreover, the very fact of keeping their children from school is, in itself, the chief preventive of any immediate result or permanent benefit accruing. In this way we have a circle of reacting causes tending to keep the children from our schools and to impede National education.

The managers might do a great deal to remedy defects depending upon the parents' neglect, by going frequently amongst them, advising and pointing out the line of duty in this respect. Similarly, the teachers, by informing them of their children's absence, praising the merits, or pointing out this or that defect of those present; for this purpose visiting each house, as generally the old race of teachers did, and so obtain the sympathy and co-operation of the people. Under the system of payment by results teachers, at all events must find it their own interest to do something of this kind, in the absence of other more direct agencies being employed to improve the attendance.

III. The occupations of the children under the head “juvenile labour,” produce a two-fold impediment to education—viz. (1). Shortness of attendance. (2). Irregularity of attendance. That which produces shortness of attendance is generally some permanent work to which children are put at a premature age, such as factory work, domestic farm service, ordinary house service, &c. I am informed that a large number of children under thirteen years of age are employed in factories throughout the country, and I know, as a fact, that numbers are hired from season to season, in May and November, for minding cattle, pigs, horses, and the farm buildings generally. Young girls are frequently hired as nurse maids. Factory employers and comfortable farmers, in districts that I could name, seem to feel no scruple in assisting to deprive children of education in this way. Most probably, however, if they acted otherwise the parents would be not at all thankful.

Of the pupils found present in schools of this district, and examined for Sec. I. report, 29 per cent. were under seven years; 68 per cent. under ten; and only 12 per cent. above twelve years, and these latter pupils may represent three in Class IV. and V. With these facts before

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us how can we expect satisfactory results, no matter how able the teachers, or how complete the appliances in the schools? It is only at about this age, reached by 12 pupils out of 100 in the National schools of the district, that any *real* learning takes place—learning that will remain, so as to become useful in afterlife.

This shortness of school-time, one of the 'greatest impediments to education, seems to be increasing from year to year—

In 1869, the percentage of pupils, 12 years old and upwards, —	18.5
" 1870, " " "	14.3
" 1871, " " "	12

I have certainly, from my own observations, missed, by degrees, a larger number of grown pupils from the schools than formerly. This is now corroborated by the above table.

The principal causes of the irregularity of attendance are herding and field labour. During the spring season, commencing about the end of March, and terminating in May, the chief employment is field labour—the children of the small farmers working for their parents; those of cottiers or labourers being hired by the week. Children under nine, however, are generally sent to school during this time, although in the usual irregular manner—irregular, not from being employed, but from the parents' negligence above referred to. These children help to form the small fluctuating attendance during the second quarter of the year. In the summer months—June, July, August, and portion of September—field labour mostly disappears, and "herding" sets in to influence the attendance. This term includes not merely the minding of cattle, but also of fowl, chiefly geese. The phrase "herding geese" is frequently heard during this season in Inishowen. The attendance in classes II. and junior class III. are more affected than the others by this occupation. Field work, in which the hardy and robust children of all classes are employed, recommences in September, and continues till November. During the winter school season, which includes December, January, February, and part of March, employment in field work and herding is very slight, and all children that may be free from the hindrances imposed by poverty and labour, such as want of clothing or being hired at service, crowd into the schools. These have well-nigh forgotten a large share of the little they had learned at previous attendances, while the teacher stands aghast and almost discomfited at the Sisyphean task he sees before him.

All this, however, is not a picture of a state of things peculiar to our schools. The reports of the Childrens' Employment Commission show (*passim*) what little attention or regard the English working classes give to the education of their children. Complaints of similar irregularities in attendance, from similar causes, and of similar impediments to National education pervade the reports of the Inspectors in England. There, too, the negligence and the necessities of the poor weaken all efforts and render difficult the solution of the great problem of National education.

I anticipate some improvement in our schools from the system of payment by results. The benefits to be derived from that system are, as I take them, to be:—1. An extension of education by the production of more local effort on the part of the managers and teachers. 2. An improvement in the quality of the instruction given. 3. As a stimulant to progress from class to class, and consequently also an improvement in the quantity of instruction. I cannot here discuss these several points, but may merely state my opinion that the system would be fairly perfect were the attendance of the pupils even fairly regular. Although it has been in operation here only during the past few months, and confined,

with two exceptions, to the lowest classes of schools, the following statistics, derived from my inspection under that system, may not be uninteresting to the Commissioners:—

Of the total present, 73·5 per cent. were qualified by attendance for passes.

Of this total qualified for passes, 77 per cent. were above seven years of age.

Of these latter (attendants of 90 or more days, and above seven years of age)—

74 per cent.	passed in	Reading,	} for all Classes.
62 "	"	Spelling,	
58 "	"	Writing,	
34 "	"	Arithmetic,	
46 "	"	Grammar,	} for Class III. and higher only.
42 "	"	Geography,	

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For same pupils the per-centage of actual passes in each class of the possible passes were:—

In Class	I.	55
"	II.	51
"	III.	51
"	IV.	63

Excluding payments for pupils under seven years of age, the actual amount earned on results=61 per cent. of the possible amount.

Average amount earned on such results by each teacher—£4 13s. 5d.

Average amount earned on pupils under seven years of age—£1 9s. 4d.

Average total results' earnings for each teacher—£6 2s. 9d.

Had only 20 per cent. failed on examination, the average earnings on results would have been £7 12s.

It will be remembered, however, that the period of examination was not a favourable one for obtaining proficiency; that the teachers were not sufficiently prepared; and that the whole method of examination of pupils being more strictly individual and more exclusively by written exercises, was comparatively strange to them. Taking all these drawbacks into consideration, I shall be, perhaps, justified in saying that, at next round of inspection, when these shall have been wholly or nearly removed, the actual results will equal, or, at least, approach very nearly to those estimated by the Commissioners.

The management of the schools is efficient and extremely varied. There are no less than 52 managers for 114 schools, clerical and lay members of the several denominations being represented as in the following table:—

	Numbers of Managers of each Denomination.	Numbers of Schools under each Class of Managers.
CLERICAL:		
Established Church, . . .	5	10
Roman Catholic, . . .	13	50
Presbyterian, . . .	18	27
Wesleyan, . . .	1	2
LAY:		
Established Church, . . .	12	20
Roman Catholic, . . .	1	3
Presbyterian, . . .	2	2
Wesleyan, . . .	—	—

I have much pleasure in testifying to the perfect harmony which exists between these gentlemen and me, as Inspector of the district, and to the kindly spirit of co-operation with which they have endeavoured to carry out my suggestions and the rules of the Commissioners.

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Proficiency of Pupils found in attendance at inspections made during the year.

District 3, Coleraine; Mr. Bole.—*Reading* (including oral spelling and explanation).—Reading, which is the most important subject in the school course, is the one in which the most steady and marked improvement is observable. More especially is this the case, if the style of reading now found in the schools be compared with that which existed several years ago. Various causes have contributed to this improvement. Of these, one of the most effective is the increased attention paid to the style of reading in first class. Few teachers are now content with hearing the pupils name the words in the lesson mechanically and unintellectually, without seeking to bring out the sense conveyed. And yet it is but a very few years since such a style was extremely prevalent in the reading of first class. The children are now taught to group the words properly, and it has been discovered that it is as easy to teach them to read in this manner as in the old faulty style, and that the advantage is most manifest not only in this, but in the higher classes when the pupils are advanced into them. Reading by rote also is not so common as it formerly was. I invariably examined the pupils of first class in reading by commencing in the middle of a sentence instead of the beginning, and that in a lesson different from that in which they are reading. The lesson books themselves are, as a course of reading, much more advanced than the old series, so that the numbers in the proficiency table indicate greater proficiency than the corresponding numbers used to do. The variety obtained in the use of the Agricultural Class Book, Girls' Reading Book, British Poets, &c., also aids in developing excellence in reading. Besides, in this part of the country, home reading of newspapers, periodicals, and books is so general that it must aid considerably in the same direction. I almost always examine fourth class pupils in a pretty difficult lesson which they had never before read, and sometimes apply the same test to third class—and, in general, with gratifying results. The pupils returned as able to read Third and higher books, could read any ordinary narrative or newspaper paragraph.

Arithmetic.—At every inspection made during the year I have been particular to examine carefully in the addition and subtraction tables, which are still the worst taught of all the arithmetical tables. Teachers are slow to appreciate the value of these tables, a neglect of which, however, tells seriously on the results of teaching in arithmetic. I am glad to find increasing attention paid to them, and it is but seldom now that the pupils of advanced classes are observed counting on their fingers, or by means of other such mechanical aids. The proficiency in the ordinary rules of arithmetic, as examined on by slate and paper exercises, is indicative of improvement, and shows that considerable care is bestowed on this subject. Gross failures in the course of instruction prescribed for the several classes are very rare, and especially in the junior classes more skill, expertness, and accuracy have been acquired. Mental arithmetic receives a fair share of attention, and the theory is in a large number of schools pretty well taught. On the whole, I have reason to express satisfaction with the results of instruction in arithmetic.

Penmanship.—Very marked improvement in penmanship is visible from year to year. This is largely owing to the introduction of the excellent sets of copy-books with head-lines now supplied to the schools: but the advancement is also visible in schools where these books are not used. More care is bestowed on the writing by both teachers and

pupils, and more watchful supervision is exercised in the performance of this exercise. It is now rare to meet with a copy-book disfigured by blots or similar evidences of gross want of care, while a few years ago such symptoms were not by any means exceptional. One great drawback to systematic improvement in writing is still in many cases resulting from want of forethought on the part of teachers, who fail to provide an adequate supply of the elementary numbers of the set of copy-books, and without regard to the glaring educational inconsistency involved in the practice, set their junior classes to write the books which are designed to afford a finishing style to the most advanced pupils. I often wonder that a fault so easily guarded against, and obviously so injurious in its effects, is so difficult to eradicate.

Writing from Dictation.—This branch cannot be said to be neglected in any of the schools. The National system has always enjoyed a deserved reputation for the teaching of writing from dictation. Teachers are improving in a knowledge of the modes in which it can be practised to most advantage, and made capable of the most lasting results. Even the youngest pupils who can write on slates are now in many schools practised at transcribing from their lesson books, while this exercise is practised on paper by those more advanced, and in an increasing number of cases the higher classes write the dictation exercise in copy books, a plan attended with the highest advantage. Easy composition exercises are coming to be more common, and I have seen during the year a number of such exercises very creditably written. The results of examination in dictation are seldom disappointing, and since the mode of examining on several subjects by written exercises has come into operation, I have been on the whole much pleased with the manner in which the exercises have been executed.

Grammar.—The classes in grammar come fairly up to the requirements of the programme. This, however, in the case of second and third classes does not imply much educational advantage, as I am still of opinion that the time spent by junior pupils in learning to distinguish the parts of speech might at their stage of the school course be more advantageously devoted to reading, writing, or arithmetic, without any ultimate loss to the instruction in grammar of those who remained at school long enough to acquire any useful knowledge of this subject. Accordingly, I am glad to see that in the new results programme, grammar is entirely left out of the course on which second class pupils are to be examined, while third class pupils are only required to distinguish the parts of speech, with a liberty to substitute a knowledge of agriculture for grammar in the case of male pupils. In parsing in the higher classes, I observe an improvement.

Geography.—There are more failures in geography than in any other branch of the school course. The inference is inevitable that there is a want of skill in teaching this subject, and I am also compelled to believe that in many cases there is an absence of interest in it on the part of the teachers. Taking into consideration that such excellent maps are supplied to the schools and so largely in use, and that good text-books are available at a merely nominal price, it is but reasonable to expect that fair proficiency in geography should be attained; but though my examinations on this subject are always within a strictly defined and well known course, and confined to a range which could be easily taught in a very brief period, it is but rarely that I am fully satisfied with the proficiency of the classes. It is a pity that a subject so easily made interesting, and of such importance as a branch of education, should not be taught with more satisfactory results.

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Needlework.—The results of instruction in this branch are in general satisfactory. Parents do not make so much objection as formerly to their children spending their time in school at needlework, and there is a more regular supply of material kept in hands for sewing and knitting. The fact of this subject coming up for review at each inspection, and the proficiency of the pupils being inquired into, and their needlework examined as minutely as any of the other branches of instruction, has caused the pupils themselves to pay more attention to it, and has seconded the efforts of the teachers where they were really anxious to secure success in this department. The influence of ladies in the various localities could with great advantage be brought to bear on the instruction in needlework, and the success which has attended the exercise of such influence in a number of schools leads me to feel regret that it is not more widely diffused.

Extra Branches:—

	Schools.	Number Learning.	General Proficiency.
Singing,	29	1,678	In general well taught.
Drawing,	10	522	Satisfactory.
Agriculture,	3	62	Fair.
Mensuration,	29	79	Good in general.
Geometry,	20	44	Very fair.
Algebra,	17	45	Elementary.
Book-keeping,	29	85	Fair.

The Agricultural Class Book is taught with fair success in four schools.

Condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

General Observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

The general working of the system of National education in this district for the past year has been very satisfactory. The number of schools is steadily increasing, though from the number existing in the district there is little room for such increase. The average attendance per school is year by year increasing; the number of schools with lowest average attendance has considerably diminished, and there is a corresponding increase in the number of those commanding a larger attendance. The number of pupils in the higher classes shows improvement, though the average age of pupils is rather declining. There might easily be a larger number of pupils shown in the higher classes, if teachers would only in all cases promote them when qualified. But there is a very strong tendency to keep them back in the lower classes, so as to make a more favourable appearance at examination. This is a tendency which I have had to look out for during the entire of the past year, and think it right to call attention to it, as such action on the part of the teachers, if at all general, would contribute materially to bring about the large preponderance of lower class pupils, which has been held up as a blot on the system. It has not been unusual for me to find teachers quite regardless of the principle that the lesson books should be looked upon as the basis of classification, and calling a number of children first class who had really read a considerable portion of the Second Book. I think, however, I have succeeded in banishing this objectionable practice from my district, and the promotion required by the new results' system will furnish all the stimulus that is needed in the same direction.

I must bear testimony to the exemplary manner in which the great body of the teachers continue to discharge their duties. Their faithfulness and attention to rules and regulations render the duties of inspection pleasant, compared with what they might be were more frequent fault finding necessary. I am often surprised, considering the number of

wholly unexpected visits made by me within a year, how rare it is to find either teachers or pupils unemployed, or wrongly employed. In one respect my experience differs materially from that brought out in the reports of some other Inspectors. I refer to punctuality of attendance on the part of both teachers and pupils. Of their punctuality I must speak in the highest terms of approbation. The slightest want of it is the rare exception. As a general rule, the teachers are in attendance half an hour before the time for commencing the school business, and during that half hour the necessary arrangements are made and the pupils assembled, so that the business can be commenced punctually at the proper hour, and it is very seldom that pupils arrive after that hour.

There is still a difficulty in keeping up the supply of qualified male teachers. I have hitherto been able to fill vacancies as they occurred, but I find it next to impossible to find suitably qualified persons to act as substitutes for male teachers summoned to training, and from this cause several eligible teachers were prevented from availing themselves of the advantages of training. The falling off in the supply of well qualified male monitors still continues, and I beg to renew the recommendation made by me in my last report, that a small increase be made to their salaries, corresponding to the difference existing between the salaries of male and female teachers.

In the history of National education in Ireland for the past year, the main feature is the modified introduction of the system of payment for results. Such a system I had long been anxious to see brought into operation, as cases were constantly coming under my observation of two teachers receiving from the Board precisely the same amount of salary, one of whom was evidently doing two or three times the amount of valuable service rendered by the other. I regard the introduction of the new system as one of the most important steps ever taken for the furtherance of education in this country, and I consider it a decided advantage that the opportunity has been afforded of introducing it in a gradual manner, and allowing the details of the system to be published and known before it has come into complete operation. These details I look upon as well devised, and calculated to secure efficiency and progress. Whatever amount of cavilling may be raised against the system, the great fact is beyond dispute, that it provides for the distribution of an additional sum of about £100,000 a year among the teachers, and that in proportion to the work shown, allowing the salaries attached to classification to remain independent of the results' examination. For years I have been in the habit of considering how such a plan as this would operate in every school I inspected, and I believe much good will result from a scheme which attaches a tangible value to the success of each pupil examined who has made the requisite number of attendances, and which similarly renders each failure tangible and prominent. In this way the energy and industry of teachers will be evoked to an extent not easily attained without some such direct means. It is true that in the case of really meritorious teachers such a stimulus was not needed, but in their case the zeal and success which they manifested will, under the new system, meet with a suitable reward. The schools have acquitted themselves under the new order pretty much as from my general knowledge of them I would have anticipated. In two schools every pupil presented for examination passed creditably, and in both instances I had expected that this would be the case. It is worthy of mention that both these schools were conducted by young teachers, who had been trained as pupil-teachers in Model schools, and had there acquired a knowledge of the most approved methods of teaching and skill in apply

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ing them, to which they attribute a large amount of their success. The results' system will bring out both the strong and the weak points of every school examined. It will receive a fair trial in this district. I am glad to say that the teachers here have shown much cordiality in adopting it, and applying themselves to meet its requirements; and it has afforded me much satisfaction to observe that hardly anything in the way of captious criticism or fault-finding has been attempted in regard to it. The success attending the system of examination so far as carried out has been likewise gratifying. There has not been much necessity for straining the leniency and consideration acknowledged to be proper in the first application of it. Forty schools have been examined for results; twenty-eight of them have been conducted by male teachers, and twelve by females. The net average amount accruing to male teachers has been £10 10s. per school, and to females £5 9s. per school. These schools ranged from £2 1s. 6d. to £25 8s. 6d., the amount returned for one male third-class teacher, who having no assistant would, under the full application of the system, earn this amount in addition to his class salary. Twenty of the male teachers and six females are entitled on the results of the examination to the full amount of increase for which they are eligible: of the rest, some will be so entitled when the results of their examination as teachers shall have been decided, and those who fall to any considerable extent short of the amount are in charge of very small schools taught with but little success.

Proficiency of Pupils found in attendance at Inspections made during the year.

General Observations as to Proficiency of Pupils found in Attendance at Inspections made during the year.

District 4, Ballymena; Mr. Wilson.—*Reading* (including oral spelling and explanation).—The pupils read with a fair degree of accuracy, but not intelligently, and with little attention to the punctuation. Oral spelling middling.

Arithmetic.—Junior classes deficient in tables, and seniors in a knowledge of principles.

Pennmanship.—Not much of any improvement.

Writing from Dictation.—Fairly attended to.

Grammar.—Well taught in a very few schools; in the rest indifferently.

Geography.—Well taught in a very few schools; in the rest indifferently.

Needlework.—Improved somewhat.

Extra Branches.—

	Schools.	Number Learning.	General Proficiency.
Singing,	19	928	Fair.
Drawing,	6	297	2 fair; 4 worthless.
Agriculture,	7	57	Tolerable.
Measuration,	21	136	In a few cases fairly, in the majority poorly taught.
Geometry,	16	86	
Algebra,	12	79	
Bookkeeping,	19	43	
Trigonometry,	3	3	Fair.
Reasoning,	1	1	Do.
Physical and Applied Science,	1	62	Do.

The Agricultural Class Book is taught with fair success in 2 schools. N.B.—Until the Agricultural Class Book is simplified and shortened it is not likely to be generally used.

General Observations as to the condition and prospects of National Education in the District, with Suggestions for increasing the efficiency of the Schools.

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Condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

No change calling for remark has occurred during the past year. The same tendency to deterioration in the male candidate monitors, pupil teachers, and teachers, is observable; and this, if it continues, must gradually but surely sap the foundation of the efficiency of the schools.

The remedy is to provide that all teachers, before becoming principals of schools, shall have completed their training; that is, that they shall be skilled workmen, not raw apprentices. In order to get and to retain qualified and skilled teachers, (1) their incomes must be, from some source, largely increased; (2) their position as teachers must be rendered secure by freeing them from arbitrary and capricious dismissal. This is no sentimental grievance: "teacher-right" should be as sacred as "tenant-right"; (3) they should be recognised as civil servants, entitled to pensions. These propositions require no argument.

Open competition for the public service, and the demand in business houses for men of capacity, are doing their work effectively, if silently, on our teaching staff. Women are taking the place of men, and mediocrity or incapacity will supply the rest. The neglect of the claims of the first and second-class teachers, and the proposed reduction of their class salaries, cannot be expected to prove an attraction powerful enough to draw intelligence and education into the teaching ranks.

General Observations as to proficiency of Pupils found in Attendance at Inspections made during the year.

Proficiency of Pupils found in Attendance at Inspections made during the year.

District 5, Donegal; Mr. Cowley.—*Reading* (including oral spelling and explanation).—In this subject 4,131 children were examined, of whom—

1,500, or 36 per cent.,	were able to read Book I.
1,282, or 30 "	" " " " " " " " " " " "
604, or 15 "	" " " " " " " " " " " "
	with ease and intelligence.

The per-centage of actual to expected proficiency was :—

Book I.,	120 per cent.
Book II.,	80 "
With ease and intelligence,	70 "

The total value of the answering in reading was 83 per cent., a result which I must confess is considerably below what I consider the district should be able to produce.

The Ballinamore District last year gave the following per-centages :—

Book I.,	134 per cent.
Book II.,	82-2 "
With ease and intelligence,	70-5 "
Total proficiency,	85-7 "

And I need hardly say, that with so many greater educational advantages in this district, what has been done in Ballinamore ought to be surpassed in Donegal.

Arithmetic.—In this subject 2,330 children were examined, and of these—

1,103, or 47,	passed in notation.
1,402, or 51,	" simple subtraction.
643, or 26,	" compound division.
207, or 12,	" proportion or practice.

The per-centage of actual to expected proficiency was as follows :—

Notation,	65 per cent.
Simple subtraction,	64 "
Compound division,	84 "
Proportion or practice,	56 "

As in reading, the above results show a tendency to favour the higher

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classes at the expense of the lower, and the total value of the proficiency is only 68 per cent.

Pennmanship.—In this subject 2,220 children were examined, of whom—

1,071 or 48 per cent. wrote fairly,
241 " 9 " well.

The per-centage of actual to expected proficiency, was :—

Able to write fairly, 64 per cent.
" well, 40 "
Total proficiency, 53 "

In almost all the schools the copy books in use were mainly if not entirely those of Mr. Foster; but in only two schools did I find the teacher at all aware of the nature of his system, and in no school was there any attempt to imitate it.

Writing from Dictation.—In writing from dictation the results were singularly like those in penmanship.

Of 1,952 children examined—

1,013 or 52 per cent. acquitted themselves fairly,
235 " 12 " " well.

The per-centage of actual to expected proficiency, was :

Writing from dictation fairly, 69 per cent.
" well, 42 "
Total proficiency, 55 "

Grammar.—In grammar the results were poor.

Of 2,255 children examined :—

396, or 14 per cent., could distinguish the parts of speech,
122, " 6 " parse syntactically.

The per-centage of actual to expected proficiency, was :—

Parts of speech, 33 per cent.
Parsing, 33 "
Total proficiency, 35 "

Geography.—In geography the proficiency was still worse.

Of 2,255 children examined :—

304, or 35 per cent., knew the map of the World.
162, " 7 " maps of Europe and Ireland.
7, " 6 " a general course.

The proficiency actually found, bore the following per-centage to that which could be expected :—

Map of the World, 50 per cent.
" Europe and Ireland, 20 "
General course, 7 "
Total proficiency, 22 "

In conclusion, I beg to state that though there are some exceptionally efficient schools in the district, the general proficiency is only 63.1 per cent., at least 20 per cent. less than might be reasonably expected of it.

Needlework.—The attention paid to plain sewing and knitting in this district is, I think, below the average; but most of the girls are practised in the use of the needle.

This is to be attributed quite as much to the pursuit of embroidery at home, as to the exertions of the teachers in the schools.

In support of this opinion I may adduce the fact, that when first con-

measuring the examination for result fees, I examined the girls in sewing in those schools where there was no female teacher, and in hardly any case had more than one or two to be returned as having failed to pass in needlework.

Extra Branches.—During the nine months I have been in charge of the district, my ordinary work has been much interfered with, first, by the science and art, and secondly, by the results' examinations. There are, therefore, so many of the music and drawing classes, etc., to be examined, that the statistics of the classes already inspected would be worse than useless, as tending to mislead; and I beg to defer my report upon the value of the instruction given in these extra subjects till I shall have been sometime longer in the district.

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District 6, Strabane; Mr. Kennedy.—*Reading.*—(including oral spelling and explanation).—As stated in last year's report the reading is tolerable. There is a decided improvement in the method adopted with first class. Instead of individual teaching, children are now taught in drafts; those in the earlier sections being taught almost exclusively from tablets, consequently less time is spent in First Book than heretofore.

In reading as well as in all the other branches the proficiency table in this report gives much higher results than that in report for 1870; but this is owing chiefly to the schools having been examined for secondary No. 1 Report at a season when they were more largely attended by the senior pupils.

Arithmetic.—The total number of pupils met at inspection during the year was 4,913, of whom 3,335 were examined in arithmetic. Of those examined in this subject 23 per cent. were able to work correctly a question in compound division of money, the divisor being such a number as 28; while 12.6 per cent. could work questions in proportion or practice, such, for example, as finding the price of 98 cwt. 2 qrs. 7 lbs. at £1 3s. 9d. per cwt. These results do not differ materially from the proficiency as given in my reports for former years. The black board is not sufficiently used in teaching the principles of arithmetic, and pupils are frequently slow in performing their calculations.

Pennmanship.—In all schools penmanship is taught to higher draft of second and to the senior classes, while in most cases it is taught to all second class, with the exception of a few young children recently promoted. It is legible, but good writing is confined to a few schools; the variety of copy books now supplied by the Board has rather an unfavourable effect, as the particular book required not being in stock, the pupil is supplied with another of a different style. I anticipate a decided improvement in the teaching of this branch from the operation of the rule requiring a certain number of copies to be written by each pupil; these marked with the date and teacher's initials to entitle the latter to payment on results.

Writing from Dictation.—This branch is taught with a fair degree of success. Hitherto it was mostly practised on slates; the method of examination now followed, which requires the dictation exercise to be written on paper, will lead to the more general use of that method in the schools.

Grammar.—Little useful information on grammar is possessed by the second-class pupils; those of third and fourth classes are in general able to distinguish the parts of speech correctly, and a few can parse an easy sentence. The knowledge of the subject, as treated of in Board's textbook, is slight.

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Geography.—There is a slight improvement in geography. Instead of each lesson consisting of a series of unconnected questions teachers are beginning to adopt more order and method in their course of instruction. In many schools the supply of maps is insufficient, those in use being almost worn out, while it has long appeared to me that a text-book in geography, more elementary than any we have in use, is required in our school; such a book for example as "Mackay's First Steps in Geography."

Needlework.—Of 130 schools in the district needlework is taught with more or less success in 53. In most of these girls learn knitting very fairly; the proficiency attained in plain sewing is not quite so good; but once teachers have got into the habit of keeping their schools supplied with the strips of calico, now furnished from the office with other requisites, improvement may be expected. The supply of materials for plain work has hitherto, in many cases, been insufficient.

Extra Branches:—

	Schools.	Number learning.	General Proficiency.
Singing,	15	696	Fair.
Drawing,	5	171	Fair.
Agriculture,	6	81	Very fair.
Mensuration,	20	71	Tolerable.
Geometry,	25	81	Fair.
Algebra,	20	43	Tolerable.
Book-keeping,	20	47	Tolerable.
Trigonometry,	2	2	Fair; only two learning the branch.
Physical and Applied Science,	2	36	Very fair.

The Agricultural Class-book is taught with fair success in six schools.

The male and female departments of the Newtown Stewart Model school are included in table given above.

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If the results of examination, as shown in the proficiency table given in a former part of this report, be compared with those for 1870, a marked and decided improvement is observable in all subjects. It is to be noticed, however, that during the year 1871, most of the schools were examined for secondary No. 1 Report in winter when attended by the senior pupils; while in 1870 these examinations were made in summer and autumn, while the more advanced pupils were absent. Still making allowance for this difference, I am of opinion that fair progress has been made in the work of education in the district during the past year: teachers are endeavouring to advance their pupils from class to class, and in most schools a larger proportion are now enrolled in senior classes than formerly. I am also glad to observe that the accounts are kept with more accuracy, and for a considerable time I have not met any case where there was reason to suspect the teacher of unfaithfulness in keeping the school record of attendance. The mode of paying teachers by results has been too recently introduced to judge yet of its effects; but the principle of making the teacher's remuneration depend in part, at least, on the amount of work done in his school, is so manifestly sound that there can be little doubt as to its beneficial effect. It may be necessary to introduce some modification in the details; for example, a child that passes in some subjects only of first-class programme, and that shall make the usual number of attendances during the next year, say about 120, could not then be prepared for passing in second class, and the teacher would think it hard in such a case that he should be entitled to no result fee.

The difficulty in providing competent male teachers to fill up the vacancies occurring in the teaching staff still continues, and managers are sometimes obliged, in consequence, to place mixed schools in charge of females, from the impossibility of procuring others: there are now eleven mixed schools thus conducted by female teachers, and there are only two male assistants in the entire district, one of these being in the Newtownewart Model school. It is to be hoped that the remuneration of teachers will soon be so far increased as to hold out an inducement to young men of ability to enter the service with a view to making it their permanent employment; but, as this is a subject on which so much has been previously said, and one that is likely to be dealt with by the legislature at an early date, I consider it unnecessary further to refer to it on the present occasion. Teachers are, in some cases, dissatisfied with the difficulty of obtaining advancement in their classification. Though the examinations are not more difficult than formerly, yet the number who have lately been able to pass, so as to entitle them to promotion, is very small; and when a man who has been ten or twelve years in the Board's service, finds that after several efforts he is unable to advance beyond first division of third class, or second division of second, he becomes discouraged and inclined to give up the attempt. Would it not be advisable where men have shown themselves capable of conducting their schools efficiently, and who discharge their duties faithfully, to relax to some extent the rule which requires a certain percentage of marks, and, in the case of deserving teachers, to grant promotion in somewhat lower answering? This grievance is even more severely felt by those teachers who are excluded from the chance of advancement offered by the training class.

Two evening schools were established during the year, and grants given by the Board to the teachers for conducting them; one in Drumahay school, and the other in Sion Mills. The former school was permanently closed on 30th September, and the latter, which it was only intended should be carried on for six months in winter, has not been reopened since the business was suspended at 31st March. Except where an evening school is in a town, and connected with a manufactory employing a large number of hands, it would appear that a sufficient attendance cannot be permanently maintained. There will always be a large number to come when it is first opened, but these will not continue to attend year after year like children, and when they fall off others are not found to take their place.

The maps formerly given as free stock are in many schools worn out; while teachers are unable, and managers sometimes unwilling to purchase others to replace them. In a former report I suggested for the consideration of the Commissioners the propriety of supplying one large map gratis to each school every year, which would keep up a constant supply at little expense to the public; I am still of opinion that some arrangement of this kind should be made.

General Observations as to proficiency of Pupils found in Attendance at Inspections made during the year.

District 7, Maghera; Mr. Irvine.—*Reading* (including oral spelling and explanation).—Little change from last report. Reading, on the whole, is pretty well taught, spelling considerably improved. The columns of words with their syllabication and meanings as given at top of lessons in Second and Third Reading Books are of considerable value in the preparation of lessons. Not only are

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they ready for being committed to memory, but the application of each word can be studied with advantage—an advantage denied to those pupils who formerly were obliged to commit line after line of a school dictionary. Preparing and spelling these words need not interfere with or lessen the exercises in phrase spelling and explanation, but they may be given as an easy home lesson to be carefully and well prepared; and the requirement of the results' programme that these will be used as a test in spelling, will induce greater care in the preparation of the task, and more strictness in hearing it.

Children in general do not work earnestly unless some specified task be given for preparation, and this should never be slightly skimmed over. It is too common for a teacher to aid a pupil when he hesitates in spelling a word, giving a meaning, or rehearsing a piece committed, even an enunciation or definition. This in such cases is far wrong, as it encourages laxity in preparation, and, of course, a facility of forgetting. A lesson to be remembered must be thoroughly prepared.

Arithmetic.—Progressing steadily. Considerable improvement has been effected, especially in junior classes. The children are more expert in notation and elementary exercises. Of the number examined in arithmetic, including second and higher classes, 18·7 per cent. were able to work off readily and accurately exercises in practice, and 33·8 succeeded in division of money. These per-centages last year were respectively 12·8 and 22·3.

More attention is still required to the junior classes while learning tables.

Penmanship.—I consider Vere Foster's copy books well adapted for successful teaching when used according to their numbers—that is, beginning with No. 1, and going regularly on over the set. One impediment to satisfactory progress in not a few schools I found traceable to the fact that teachers yielded too readily to the desire of some pupils to be supplied with copy books having head lines quite too difficult for their imitation. These pupils seemed to think that the higher the number of the copy book which they were scrawling over and daubing, the higher they stood in the rank of writers. This delusion may be easily dispelled, and should be done so with firmness.

Writing from dictation.—The practice of performing this exercise on paper instead of slate is becoming more general. It exposes more conspicuously the deficiencies of pupils, and exhibits their state of attainment and progress. On trying the system, teachers are themselves surprised at the backwardness of some of their best pupils, when they had considered as almost perfect. The extreme of making too many write on paper from dictation must be guarded against.

Transcribing from their reading books is an excellent exercise for second and third classes. It improves and prepares the hand for business or for writing from dictation. I consider the slate for these in most rural schools the readiest and best for exercise. The third class may be gradually led to write dictation pretty well on paper, and a judicious system of practice will produce satisfactory results.

Grammar.—This branch has been, I think, very judiciously left out of results' programme for second class. I have often thought that the system of commencing to teach mere children the parts of speech before they could read even the easy lessons of Second Book, resembled much the method of classical teachers who kept their tyro pupils labouring to commit the rules of Greek Grammar written in Latin, of which they hardly knew the meaning of a single word. When a pupil can read off a lesson in Third Book, and clearly understand the meaning of the

words and sentences, he can easily be led to perceive that various modes of expression may be used in conveying a thought from one to another. That this mode is correct and that not, giving examples. In this state he will take an interest in learning grammar, and his progress will be satisfactory.

Geography.—Improvement in teaching geography has progressed, but there are still too few attempts made at map drawing, considering the facilities afforded by the Board in supplying outline and key maps for the purpose at a merely nominal cost. To the more advanced pupils no better exercise could be given for extending and fixing the principles of local geography on the memory. I hope to see this exercise more extensively introduced.

None of the schools can be set down as very deficient in maps or black boards, and these are more generally and efficiently used for their legitimate purposes.

Of the numbers examined, including greater part of first class, about 2½ per cent. could answer fairly in general course, and 18·1 showed a pretty good knowledge of the maps of Europe and Ireland.

Needlework.—In this branch the progress and results have been more satisfactory than before, and especially in plain sewing and knitting. Few of the advanced girls attempt cutting-out, but the number is on the increase.

Extra Branches:—

	Schools.	Number learning.	General Proficiency.
Singing,	12	463	Pretty fair.
Agriculture,	2	15	Only middling.
Mensuration,	19	55	Pretty good.
Geometry,	15	47	do.
Algebra,	12	31	do.
Bookkeeping,	21	61	do.
Reasoning,	1	1	Good.

A number of teachers are prepared to introduce immediately the Agricultural Class Book.

General Observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

Condition and prospects of National Education in this district afford little ground for observations different from those of last year's report. The system was introduced here in early infancy. Two prosperous and well managed schools stand respectively under the roll numbers 2 and 5.

I have little or no reason to complain of the negligence of managers or of the conduct of teachers. Almost all seem anxious or willing to discharge their duties faithfully. Many of the managers spend of their time and money more than they can well afford to do. The teachers as a body are frugal, patient, and persevering; some of them poor, but greater part pretty comfortable. They do not fear the consequences of a results system, trusting that the Commissioners will not be inclined to exact more than may be reasonably expected, and determined on their part to do their utmost for the success of their schools. They do not suffer their attention to be disturbed by extraneous matters, or diverted from its legitimate course.

I need not enter upon the subject of remuneration of teachers, as this has received so much of notice and observations in past reports, and has been taken into the favourable consideration of the Commissioners.

The best means of increasing the efficiency of the schools might be to reduce their number, select the teachers, and increase their pay. One good teacher in a neighbourhood is better than any number of indiffer-

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ent ones. Straiten the entrance to the office. Require a teacher to be fully qualified before he enters upon the duties. Let him get a certificate of competency and qualifications from a properly constituted body of examiners, and having once obtained this general certificate or diploma, let his promotion depend on his future conduct and success as a teacher.

An impediment to the progress of National Education in some places is the superabundance of small schools, and, as I have before remarked, their dependence on inferior teachers. They are often changing masters, who in their turn are on the look out for better situations. Sometimes when a male teacher cannot be found, the school is given over to a female. This change may occasionally succeed, but only occasionally, and if two or three worthless male teachers have passed through a school, it may be a great relief to get the services of an intelligent, industrious, and active female. But I think it would be much better in case of a mixed school for the locality to subscribe and pay a good male teacher, than have gratuitously such changes and want of skill imposed upon the children.

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General Observations as to proficiency of Pupils found in Attendance at Inspections made during the year.

District 8, Belfast, North; Mr. Morell.—*Reading* (including oral spelling and explanation).—In reading the per-centage of proficiency has been lower than in former years. The falling off is confined chiefly to the higher classes. Only 11 per cent. of the pupils examined were found able to read the Third Book or higher books with ease and intelligence. A very large proportion of the children, it is necessary to remark, are very young—more than one-third being under seven years of age. A fair proportion of the school time is devoted to reading. The junior division, in most instances, receives three lessons in the day; the senior, one or two, but seldom indeed, I might say almost never, is there any preparation of the lesson for the day. To this neglect the low proficiency in reading is mainly to be attributed.

Oral spelling and explanation are generally very well attended to.

Arithmetic.—This subject is taught in one form or other to all classes in the school, and with tolerable success. The younger children are confined too long to mental exercises, slatework being seldom introduced till the pupils have reached the highest draft of the first class. As regards the third and higher classes the new programme will bring us back to the good old system, so long set aside, of working arithmetical exercises on paper, from which immediate and most valuable results may be expected.

Pennmanship.—No progress in this branch can be recorded. Of the pupils examined the per-centage of proficiency, whether the number able to write fairly or able to write with ease and freedom, are regarded, is below the return of the previous year. Many of the teachers write an excellent hand, and the schools are fairly supplied with stationery of a good quality; but the fault most prevalent is the want of proper supervision while the exercise is going on.

Writing from Dictation.—In all the schools of the district writing from dictation is taught to the third and higher classes, but only in about one-fourth of the schools do the second class pupils receive any instruction in this branch, but from the lowest draft of that class the children are taught to transcribe on slates. Writing on paper from dictation even in the higher class schools is seldom practised. The new programme,

however, requiring all classes from second upwards to write on paper, *Appendix*
will remove this defect.

Grammar.—Grammar continues to be taught with a fair degree of success. It is possible, indeed, that too much time is devoted to this subject. The third class pupils are generally found able to distinguish all or nearly all the parts of speech, and fourth class to parse a simple sentence.

Geography.—In this branch also progress has been made during the year. All pupils from second class upwards receive regular or occasional lessons from the large maps with which the schools are fairly supplied, but home lessons are seldom learned and the pupils' knowledge of the text-books is consequently very superficial.

Needlework.—Needlework is taught in all the girls' schools throughout the district, and in all the mixed schools, having the services of a female assistant or work mistress. The instruction given is almost exclusively confined to plain sewing and knitting; very little fancy work of any kind being done. "Cutting-out" is a branch of needlework deserving more attention. But one per cent. of the pupils examined in needlework are returned as able to cut out. It is a rare thing to find a girl in the school having on frock or other article of dress on which was cut-out and made up by herself.

Extra Branches:—

	Schools.	Number learning.	General Proficiency.
Singing,	36	1,899	Fair.
Drawing,	28	616	Do.
Agriculture,	2	53	Medium.
Mensuration,	21	120	Do.
Geometry,	18	80	Do.
Algebra,	13	42	Do.
Bookkeeping,	13	41	Do.
Trigonometry,	2	13	Do.
Navigation,	3	24	Very fair.
Physical and Applied Science,	1	26	Do.

General Observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

The system of National education retains its popularity in this district. During the past year applications have been made by managers of the various religious denominations to have their schools placed under the Board. The district is now very fairly supplied with schools, and the attendance of pupils has increased; yet from various causes to which I shall briefly refer, the progress of education during the year has been undoubtedly very slow. In some important branches of school work, reading and writing in particular, the per-centage of proficiency is lower than in former years, while the number of promotions from class to class has been very few, not more than 35 per cent. of the average attendance. At this rate of progress it will require eight or nine years—a period much in excess of the entire school-life of the pupils—to qualify them to read correctly in the latter half of the Third Lesson Book, and until they can read that book with ease, at least without much difficulty, their knowledge of reading will be of little benefit to them in afterlife. Now if by any means the daily or weekly school hours could be increased, progress corresponding with such increase may naturally be expected to follow. In some of the more efficient schools of the district, the teachers in earnest about their work voluntarily without orders from managers or others, give five hours daily to secular instruction, and, as may be expected, with the very best results. If a rule of this kind were enforced in all schools, to make it compulsory with teachers to give at least four

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and a half hours to secular instruction on the first five days of the week, and three hours on Saturday—and this could be done without interfering with the necessary arrangements for religious instruction—there would be the important gain of four or five hours weekly of school time. If this were done, or if teachers would make *reading* the main standard and basis of classification, the progress of the pupils would be much more rapid, and the number of children who after six or eight years' attendance now leave our schools without being able to read, in the proper sense of the term, would be greatly lessened.

In my report of last year I was obliged to state that dissatisfaction of the National teachers with their position and prospects under the Board was undoubtedly on the increase, and now, at the close of another year, this feeling of discontent it is apparent has been in no way allayed, but, on the contrary, it has assumed an attitude that threatens the system with the most disastrous results, whether the grievances of which they complain are real or fanciful—no doubt they may be classed under both heads—it may not be proper for the Inspector to discuss, but certainly it is his duty to state that till this dissatisfied unsettled spirit that pervades all classes of the teachers be removed, it is vain to expect that the schools will be conducted with that willing earnestness and zeal so essential to success. This discontent manifested by the teachers is bearing its natural fruit, and is now assuming a practical form. Here are some of the results.

(a). During the past year in this district sixteen classed teachers left the service of the Board.

(b). Managers find great difficulty in procuring competent male teachers. In the Belfast schools fully 80 per cent. of the teachers are females. In some schools exclusively for boys, managers are obliged to be content with female assistants, while many of the mixed schools are in charge of female teachers.

The teachers, however, need not despond. They are on the eve of better times. The system of payment by results is now on its trial, and though few of the teachers regard as yet the new system with favour, and most of them look upon it with distrust, it will, there is little doubt, when modified to the extent and in the way that experience gained during the present trial, may suggest, bring no inconsiderable addition to the present incomes of all *deserving* teachers. The following are some of the more important points of information which the examination for results in this district so far as it has gone brings out.

(a). The average daily attendance for the year and the number of pupils present on the day of examination who have made ninety attendances or above, are nearly the same.

(b). For each pupil examined who has made the required number of attendances the teacher earns four shillings.

(c). Total amount accruing to teacher for results is a little more than one-third of the Board's salary.

It will be remembered that the schools under consideration are the worst circumstanced in the district, all under probationary and third class teachers, and most of them are in the country districts where the attendance of the children is very irregular, but, on the other hand, it must also be remembered that next year and afterwards the result system, requiring a *pass within the year* to secure payments will put the teachers to a test more strict than they had to encounter in former years, and which nothing short of earnest and sustained work will be able to meet.

One fact in connexion with the new system—true without any exception and most encouraging—stands out in bold relief, viz. : that *the wages paid is in proportion to the amount and value of the work done, and that*

the earnest painstaking teacher is sure to earn the highest result fees, and teachers must now learn the lesson that their worth and standing shall be determined not by mere scholarship or head knowledge of any kind, but mainly by the actual work done in their schools.

In closing this report I would submit for the consideration of the Board the following suggestions:—

In my report for the year 1866 I recommended that "though classification may be adjudged to teachers by the professors in charge of the Central Training Establishment, the payment of class salary be delayed till the Inspector is able to report that the benefit they are supposed to have derived from training has been practically realized in the instruction and discipline of their pupils, and that from the improved state of their schools, they are fully entitled to the promotion that has been awarded them." This rule which has been adopted and which is working I believe with good results, should, I would respectfully suggest, be extended so as to embrace all *natural principal* teachers, whether classed by the professors in training or by a Board of Inspectors.

At the close of the year each teacher to be required to send in to the Inspector of his district, a short annual report which might embrace queries such as:—

- (a). Average daily attendance of pupils for past year.
- (b). Average number on rolls for past year.
- (c). Number of days school was open for secular instruction for past year.
- (d). Number of removals from class to class for past year.
- (e). Amount of result fees earned by teacher for past year.

For reference and comparison statistics such as these would be found very useful by the Inspector when drawing up his own annual report.

General Observations as to Proficiency of Pupils found in Attendance at Inspections made during the year.

District 9, Belfast, South; Mr. J. Molloy.—*Reading* (including oral spelling and explanation).—The results for 1871 are in several branches almost identical with those for the preceding year. In my opinion they exhibit satisfactory proficiency, when it is borne in mind that 32.2 per cent. of the entire number of children examined had not attained their seventh year.

Generally speaking the reading of the pupils is fluent and intelligent, though wanting that pleasing finished expression observable in some of the best schools.

Arithmetic.—The early age at which the children now leave school here, affects the returns under this head considerably, of 7,677 examined, only 78, or 1 per cent., had reached the age of 15 years or above. In this large commercial community the boys get off to mercantile offices, to trades, to the mills, &c., while the girls find abundant employment in warehouses, in linen and collar manufactories, at fancy-box making, &c. Many endeavour to supplement their education by subsequent attendance at evening schools.

In the circumstances, the teachers aim at having the children well grounded, if possible, in the simple and compound rules, and in proportion, at least. I can safely assert that these rules are well known, as I took every pains to test the pupils fully in them. I can have no hesitation in stating that this branch is well taught in Belfast.

Penmanship.—Good progress continues to be made in penmanship. In several schools the writing is excellent, the teachers exercising a vigilant superintendence during the lesson. This, I believe, constitutes

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the true secret of success. Disclaiming all intention or desire to interfere with the publishers of various systems of penmanship, I feel bound to remark that the constant change from one style to another had for some time the most pernicious effects here. The teachers should, in my opinion, adopt some one specimen—the teacher's own, if he write a good hand—Mr. Foster's, Mr. Johnston's, &c., but having once made his selection, he should on no account be induced to give that up, particularly when the pupils have, so to speak, "formed their hand."

Writing from Dictation.—Writing from dictation appeared to me to have been used for a long time rather as a test of the pupil's proficiency in spelling, than as the best method of teaching this important branch of education. I have frequently observed that the children were seldom, if ever, required to correct their mistakes, and of course no practical benefit could follow. The returns for 1871 show that of 2,019 examined, 12 per cent. could write with tolerable accuracy, and 28 per cent. with ease and correctness.

Grammar.—Grammar is well taught, and the pupils have a good knowledge of the "text-book" in about 30 per cent. of the schools. In too many schools, however, this branch is still almost ignored, or so unskillfully taught as to be not only useless but injurious. In such circumstances I consider that if the teacher enforced on the children a correct mode of expression, our object could be more easily and generally attained, at least in the junior classes. One occasionally hears even yet that four and one is five; and pointing to, say, a group of islands on the map, "there is the West Indies."

Geography.—This branch like the preceding is very well taught in several schools, and but little known in others which are subject to exceptional influences, or are situated in backward rural localities.

Needlework.—Needlework is taught in 61 schools, and in several with good success.

As stated in my ordinary reports on these schools, the girls had worked, and produced on the occasion of my inspection, specimens of plain and fancy work, knitting, &c. Many of them admirably finished.

Extra Branches:—

	Schools.	Number learning.	General Proficiency.
Singing,	22	1,002	Admirable in about one-third.
Drawing,	11	375	Good, or fair.
Agriculture,	1	13	Fair.
Measurement,	20	111	One of these boys won Gold Medal Science and Art Department; very fair.
Geometry,	12	73	Fair.
Algebra,	7	38	Very fair.
Bookkeeping,	12	46	Fair.
Trigonometry,	2	7	Fair.

Condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

General Observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

The average attendance per school for the entire district exhibits an increase of 4 per cent. for the year 1871. I believe the schools are improved in efficiency and quality of instruction as with a more exacting test, I got in several branches as good and even higher results than in the previous year.

There is one class of school rather common here, and to which I called attention between three and four years back, in a letter to the office, with reference to some circumstance which had cropped up in one of them. I refer to the schools attended by mill-children or half-time workers.

The children employed in the mills are usually divided into two "sets." One of these go to work every morning at six o'clock, and are dismissed at twelve o'clock—when after an interval for dinner they attend at some school selected for the purpose to receive instruction for two or three hours. Meantime they are succeeded in the mills by the second "set" who had been at school during the forenoon, and who will continue at work till six o'clock p.m. These "sets" are reversed, weekly, fortnightly, or monthly. Such is an outline of the general arrangements.

In cases where any of these children have made some little proficiency in reading, writing, and ciphering before being admitted to work, I find they are improvable. But when on their admission they are wholly ignorant, or their proficiency confined to the merest elements; so far as my judgment and experience go, they make no improvement. I have before suggested in different quarters that there should be, if possible, some literary test applied to candidates for admission to mills, as half-time workers. Such as being able to read easy narrative, and to write and cipher a little. Such an arrangement would act at once as a stimulus to and check on the cupidity of the parents; and is I regret to say in many cases very desirable.

The half-time workers at present attend the ordinary day schools, and receive instruction with pupils who are in attendance during the entire school hours. This arrangement is manifestly unequal and unjust to the teachers and both classes of pupils. It appears to me the difficulty could be best met by having, where practicable, schools set apart exclusively for these half-time workers. The school business could then be divided into two parts—forenoon and afternoon—and a course of instruction in the essential branches only, given at each interval. There are other points of this case well deserving of attention, but at present I have to deal merely with that bearing on their literary state.

The teachers continue to discharge their duties with attention, zeal and ability. Their conduct as a body commands the utmost respect. I regret to add they are more or less unsettled at present, and no doubt several of our most highly qualified and ablest teachers are disposed to leave the service when suitable opportunities offer.

The office of assistant in mixed (male and female) and even in male schools is rapidly passing into the hands of females, from the scarcity of male candidates.

I can seldom get and keep together for any time more than two-thirds or three-fourths of the full staff of pupil-teachers, allowed at the Model school, though I have neither trouble nor labour in the search.

It is to be hoped that more cheering prospects will induce our old and faithful servants to remain with us, and cause others to look with more favour on our service.

The sooner so desirable a change is initiated the better.

General Observations as to proficiency of Pupils found in Attendance at Inspections made during the year.

District 10, Newtownards: Mr. Gordon.—*Reading* (including oral spelling and explanation).—In most schools of this district, reading, including oral spelling and explanation, is very well taught; but more especially in the senior draft of second and higher classes; in fact, in those classes which are not often taught by monitors or junior assistants. The reading in the lower classes is in many schools not so satisfactory; the children in these classes being often kept at the same lessons so long that they are able to repeat them, in a way, from memory, without much

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regard either to accuracy, punctuation, or good sense. However, on the whole, the reading may be set down as fairly satisfactory.

Arithmetic.—The proficiency in this subject is very similar, both in accuracy and extent, to what I found it in my late district, that is to say, a fair amount of facility in doing the mechanical work, but little mental discipline aimed at, either in teaching theory or in analyzing problems requiring any amount of exact thought on the part of the pupils.

It is a pity, I think, that so little importance is now attached to the intellectual and accurate knowledge of decimal and vulgar fractions, without which so little progress can be made either in a sound comprehension of the theory of numbers, or in their practical application to shorten and facilitate the labour of calculation. I have brought this defect under the notice of those teachers who have pupils in Fourth Class.

Penmanship.—This important branch is taught with much success in a majority of the schools in this district. Copy books with engraved head lines, either Johnston's or Foster's, are almost universally in use.

In a few cases I have had to persuade the teachers that if penmanship is to get that attention which its importance deserves, the principal teacher himself, and not a monitor or inexperienced assistant, must take charge of it; and that, during the half-hour set apart for the writing lesson, his time will be more usefully occupied in giving his undivided attention to this branch than in attempting, as is sometimes done, to teach another class on some other subject, contemporaneously with the writing lesson. Every such attempt must result in failure.

Wherever I find soiled, badly-kept copy books, a poor imitation or no attempt at imitation of the head line, and the younger children often supplied with numbers too advanced for their ability, I conclude that in this subject at least, the teacher fails to do his best; and I generally find the school far from satisfactory in other respects. No doubt penmanship may be well taught, and some other important branch more or less neglected; but the other subjects are never so likely to be neglected by a teacher who takes pains with the writing. I am glad to be able to say that the really bad writing in this district is confined almost entirely to a few schools, some of whose teachers should, in mercy to the community amidst whom they are located, be compelled to seek more congenial occupation than teaching; and others, in mercy both to the community and to themselves, should be superannuated.

Writing from Dictation.—I consider that this subject is taught with as much success as the penmanship. The requirements of the programme are fairly realized in a majority of the schools. I hope for still higher proficiency in future from the practice lately adopted of writing the dictation exercise more frequently on paper, as a preparation for the written examination in connexion with payment for results.

Grammar.—I have little praiseworthy to say of the state of proficiency in grammar. The definitions of the parts of speech are seldom committed to memory with verbal accuracy, and even less frequently either properly understood or their practical utility appreciated.

Poorly qualified teachers cannot be expected to teach grammar in a satisfactory manner, for they do not know it properly themselves; and the highly classed and well-qualified teacher seldom takes to this subject or teaches it in the only way it should be taught—namely, as an intellectual exercise. I refer now more especially to the kind of grammar taught in the highest class, which hardly ever advances beyond the disconnected parsing of the separate words, with an occasional simple con-

cord or government indicated; but no attempt at "analysis," as this term is now understood, and apparently little desire to rise above the inaccuracies, inconsistencies, defects, and absurdities of our adopted and sanctioned text-books.

Geography.—Geography is not in a much more satisfactory state than grammar. If the pupils could get a sufficient knowledge of this subject intuitively, by merely looking at the maps suspended on the school-room walls, most of them might be well up in geography, for the schools here are well supplied with maps; but these maps are too seldom used, and, even when used, not always judiciously. Teachers somehow have got the impression that geography, like grammar, is not now considered an important subject, and hence the barrenness of results in too many instances when pupils are tested by examination. A short lesson of twenty minutes twice a week, on the plan suggested in Keith Johnston's hand-books to his maps, if given with earnestness and spirit, would wonderfully increase the stock of knowledge of local geography in this district.

Needlework.—Till lately very much more time was spent here upon knitting than upon plain sewing, not so much for the purpose of learning to knit—for most girls here over ten years of age can knit fairly—as to make stockings for home use. Later, however, since the introduction of the strips of calico, more attention has been given to sewing; but after all, few articles of wearing apparel, except stockings, are made in school. I doubt very much whether the proficiency in needlework is, even under the most favourable circumstances, in proportion to the time set apart for teaching it, namely, *one fourth* of the whole time usually given to secular business.

Extra Branches:—

	Schools.	Number learning	General Proficiency.
Singing,	27	1,160	Tolerably fair; little theory taught.
Drawing,	7	233	Do. do.
Mensuration,	10	69	Very elementary, and poor.
Geometry,	8	53	Do.
Algebra,	6	33	Do.
Book-keeping,	12	83	Tolerably fair.
Physical and Applied Science,	1	40	Very fair.

Agricultural Class Book taught in very few schools in the district.

General Observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

I propose to give a general statement of the condition of National Education in this district, by the aid of statistical tables which I have compiled with much care.

TABLE I.—Showing the number of pupils on rolls, by classes, in eighty-four schools examined by me for the 8th Report, the classification of the pupils examined, and the centesimal proportion of the number on rolls who were present at examination, both by classes and by totals:—

	On Rolls.		Present.		Centesimal Proportion.	
	Males.	Females.	Males.	Females.	Males.	Females.
Class I.,	2,140	1,856	1,242	1,071	58	58
" II.,	1,472	1,270	851	779	58	60
" III.,	856	569	513	265	60	48
" IV.,	367	185	268	166	57	57
Totals,	4,835	3,878	2,814	2,233	58	57

* Even the model school had only a part of the First Book of Euclid prepared for the annual examination.

† Classes in connexion with the department of science and art not included in this return.

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TABLE III.—Showing the classification by ages in 84 schools, the average age at which pupils in this district are removed from class to class, and hence showing the length of time they are kept, on the average, in each class:—

	Males.	Females.	Average Age when admitted to Class.		Average length of time in each Class.	
			Males.	Females.	Males.	Females.
Class I.,	1,252	1,870	*	*	From admission till 8 years 2 months old.	From admission till 8 years 4 months old.
Class II.,	835	771	8 years 2 months,	8 years 4 months,	2 years 6 months,	2 years 11 months.
Class III.,	514	262	10 years 8 months,	11 years 5 months,	2 years 6 months,	1 year 9 months.
Class IV.,	218	110	12 years 10 months,	13 years,	From admission to class till pupils leave school.	From admission to class till pupils leave school.

Thus it is seen that girls are 2 months longer than boys in getting into second class, though, according to Table I., they attend as regularly; and that they are kept in this class 5 months longer than the boys, though while in this class they attend even more regularly than the boys—thus putting them 7 months behind the boys in entering third class. In consequence of this delay they have not sufficient time to learn the subjects of third class before they are of an age when they must rank as fourth-class pupils, qualified or unqualified, if they are to be retained in school at all after 13 years of age; and, besides, the attendance of the girls while in third class is much less regular than that of the boys, in the ratio of 48 to 60 (see Table I.). It may thus be inferred that the greater part of the education of girls here is limited to the course for first and second classes; the course laid down for third and fourth classes being hurried over much too rapidly, compared with the time spent in second class, and with the more equal subdivision of time allotted to the boys in the several classes.

The proficiency table, as given on page 19 of this report, affords a basis upon which to calculate both the general proficiency and the comparative proficiency of boys and girls in the several subjects examined on for the S^t Report; and, in almost every subject, this comparison strikingly bears out expectation as founded on the classification by ages in Table III. This may be set forth as in the subjoined table:—

* Average age not given for admission to I. class.

[TABLE.

TABLE IV.—Showing the number examined in each subject for the S^t Report in 84 schools, the number who passed, and the centesimal proportion of the latter to the former, distinguishing males and females:—

Number examined in—	M.	F.		Number passed.		Centesimal proportion.	
				M.	F.	M.	F.
Reading, . . .	2,814	2,213	Able to read Book I. only, . . .	623	339	22.1	24.3
			" Book II. only, . . .	792	592	24.9	26.7
Grammar, . . .	1,554	1,340	" Book III., &c., . . .	816	371	21.9	16.7
			Acquainted with parts of speech, . . .	134	79	8.6	6.8
Geography, . . .	1,427	1,313	Able to parse easy prose, . . .	53	31	3.4	2.5
			Know outlines of "World" only, . . .	656	424	46.3	32.3
Arithmetic, . . .	1,763	1,200	Know maps of Europe and Ireland, . . .	94	35	5.7	2.9
			Know general course, . . .	3	3	.2	.2
Writing, . . .	1,596	1,162	Can write down seven places, . . .	683	321	36.7	24.7
			Correct in subtraction, . . .	329	547	53.2	42.8
Writing from dictation, . . .	1,411	927	Can work compound division, . . .	457	293	26.7	15.4
			Can work proportion, &c., . . .	217	68	12.3	5.2
			Can write fairly on paper, . . .	374	621	54.7	52.3
			Can write with ease and freedom, . . .	194	91	12.3	7.7
			Can spell with tolerable accuracy, . . .	621	441	44.7	47.6
			Can spell with ease and correctness, . . .	229	127	12.6	14.7

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That is to say, 23.1 per cent. of the boys examined in reading passed in Book I. only, and over 30 per cent. could not read even this book; 24.3 of the girls examined passed in the same book, while over 32 per cent. could not read; and so on of the other classes and subjects.

By adding the per-centages realized by males and females respectively in those subjects of the school programme, in as far only as is required for second class—namely, reading Books I. and II., outlines of the map of the world, simple rules of arithmetic, writing fairly on paper, and spelling fairly from dictation—it is found that the proficiency of the girls in these subjects is as high as that of the boys. Again, by adding the per-centages, in the same manner, in those subjects which are required for third and fourth classes, it is found that the proficiency of the boys in these higher subjects is to that of the girls as 150 is to 100, or as 3 is to 2; and combining this with the comparative number of boys and girls found present in the higher classes—namely, 14 boys to 8 girls, as per Table II.—it turns out that the comparative educational standing of males and females in this district, as far as and including the subjects for fourth class, is as 42 is to 16, or nearly as 5 is to 2. That is, out of 7 pupils who pass in third or fourth class, only 2 will be girls.

If these proportions are fairly calculated, and I think they are, this shows a rather humiliating picture of the state of female education in this district; and I am not prepared to say that the state of the case is very dissimilar in many other parts of the country. The amount of time given to needlework—one hour daily in many schools—no doubt interferes to some extent with the proficiency of the girls in literary subjects, but surely not to the extent indicated above. I am of opinion that this backward state of female proficiency in the advanced subjects owes more than is generally conceded to the unjust assumption that girls cannot learn some subjects, and notably arithmetic and grammar, with the same facility as boys.

With regard to the general proficiency, I cannot help stating that a district in which 46 out of every 100 pupils are still in First Book, and only 6 in 100 as far as Fourth Book, cannot be considered in a very high state of educational excellence. And when, in addition to this, the pro-

iciency table shows that only 11 per cent. of those learning grammar know the parts of speech, and that barely 3 out of these 11 can parse; that not 5 per cent. of those learning geography pass on anything higher than the merest outlines of the map of the world; that not *one-half* of those set down as learning arithmetic pass on simple subtraction, and not *one-tenth* in simple proportion, it is not unreasonable, I think, to say that in these subjects a higher standard of proficiency should be realized. On the other hand, I have to add that the reading and writing, including writing from dictation, are in a fairly satisfactory state. What I have to complain of is, that with all the excellent appliances which this wealthy district has supplied for educational purposes, and with its excellent staff of trained and highly-classed principal teachers, the pupils are seldom left long enough at school to reap half the advantages which are brought to their very doors; and that, in many instances where, from the high classification of the principal teachers, one would be led to expect satisfactory results, owing to causes some of which I am about to state, the tabulation and per-centage of passes is often somewhat disappointing.

This leads me to speak of the *prospects* of education in the district, as evidenced by the number and qualifications of the teaching staff. In this connexion the following circumstances demand especial notice:—

(a.) The high qualifications of many of the principal teachers; there being 80 trained principals in the district, of whom 35 are in first, 29 in second, and 16 in third class.

(b.) The great preponderance of *male* principal teachers, and therefore of mixed schools for boys and girls; there being 89 male head teachers, and only 30 female head teachers in the district, 5 of the latter being in charge of infant schools, and 11 in charge of mixed schools, leaving only 14 female schools out of a total of 119, exclusive of evening schools.

(c.) The striking preponderance of *female* assistants, the numbers being 7 males to 107 females. Of these latter, 11 are in second class, and 60 in third, 27 are probationers, and 9 are workmistresses: that is, about *one-tenth* of the whole number are classed higher than III^d, whilst more than a *fourth* of the whole hold no certificate of qualification. Ninety-five of these female assistants are still untrained. The large majority of the monitors, also, are females.

(d.) The tendency to establish largely attended mixed schools, where the principal teacher, with two or even three female assistants, and sometimes an equal number of monitors (females) will often be found in one apartment.

(e.) Another circumstance affecting the prospects of education in this district, though not connected with the efficiency of the teaching staff, may here be noted; namely, the early age at which pupils are withdrawn from school; over 94 per cent. of the whole number found present at the examination for the 8th Report being under 13 years of age.

In large schools, made up mainly of young children, a heavy share of the actual labour of teaching falls upon the assistants and monitors; and, in this district, where females almost exclusively are thus employed, many of whom are poorly qualified, it may naturally be inferred that the proficiency of the pupils is not always as high as could be desired, nor as high as should reasonably be expected were the assistance available of a more efficient character. And such is too often the actual state of the case. This condition of things is not very encouraging, nor

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is there much prospect of a change for the better as long as every emolument in aid of the Board's salary, whether it be local donation, school-fees, good-service salary, or other gratuity, is, with rare exceptions, reserved for the principal teacher; whilst the assistant must be satisfied with the Board's salary alone, which, even in a school with an average attendance of more than 100 but not making 110, cannot rise above that attached to III^d, namely, £24 a year for a male teacher, and £20 for a female. Now, the services of qualified *male* assistants cannot be secured here at this salary; and as long, therefore, as assistant teachers get no local support, a great part of the teaching in the large schools must continue to be done by females, and chiefly by that class of females whose ambition does not rise above a salary of £20 a year. The quality of the supply naturally adapts itself to the remuneration available; and thus it is that, while the services of so many highly qualified male principal teachers are secured in large schools, a great number of poorly qualified female candidates get appointments as assistants, where, under a more equitable scale of remuneration, they would at once be rejected as unsuitable, if not absolutely disqualified.

An obvious remedy, to some extent, for this unsatisfactory state of things would be the addition of some local supplement to the salaries of the assistants, either by an apportionment of the school-fees, or in some other way. This seems to be the only means by which *male* assistants can be attracted to our large mixed schools. If this cannot be accomplished, then I would recommend the separation of the sexes in these schools, and the appointment in each of a well-qualified head mistress for the girls. The really effective teaching power would thus be doubled, and the assistants with low qualifications much reduced in numbers. I would have more hope of finding a mixed attendance of 120 pupils well taught, if the girls—say 55 of the whole—were under a well-qualified head mistress. Each department would then have a staff of a principal, one assistant, and likely a monitor; and the principal teachers would be obliged to devote the greater part of their time to the *actual work of teaching*; which, to my mind, is more likely to be of advantage to the school than any amount of mere superintendence, no matter how excellent. The establishment of an infant school for children under seven years of age, in addition to a mixed school for second and higher classes, would work in the same way; and this might by many be considered a preferable arrangement.

In order to secure the appointment of *male* monitors for preparatory training for the office of teacher, I would suggest that they should be eligible for appointment as *senior* monitors at 13 years of age, and that their salaries should be £6, £8, £10, and £12 for their four years of training. If something of this kind is not done, we shall soon have no *male* monitors in this part of the country.

In making these suggestions and observations, I have no desire to depreciate the earnest, well-intentioned work of superintendence and direction in large schools; what I deplore is, that in such schools too often the greater part of the time of the only person able to teach effectively is taken up with this superintendence, &c., and that the actual teaching is, in consequence, left in a great measure to untrained female assistants, most of whom are deficient in experience, tact, and literary qualifications.

I think it right to add, that neither as regards the tabulated statistics, nor the standing of the teaching staff, have I included the model school, which, as it ought, is to be viewed from a different stand-point; nor is

it part of my duty to include this school at all in my report, as its standing and efficiency are reported on annually by the Head Inspector. I may be allowed to say on my own account, however, (1), that I believe the school has sustained a great injury by the office of drill-master having been allowed to lapse on the death of the late porter; and (2) that, though a great amount of useful work is done, and well done, by the excellent staff of head and assistant teachers, this work, especially in the boys' school, has somehow been allowed to drift too much in the direction of mere commercial training and physical science, with both the pupil-teachers and the elder pupils, to the prejudice of that instruction and training in elocution or recitation, English composition, language, and literature, which tend so much to create and foster a taste for reading, and therefore to develop literary "culture." The following extract from Mr. Matthew Arnold's "Report for the year 1870 on the Training Schools of the British and Foreign School Society," may be appropriately quoted in this connexion:—

Condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

"In these reports I have more than once commented on the grammar and composition paper for the Christmas examination, and I am glad to see by the syllabus of the present year that there has been a revision of the scale of marks, and that grammar now receives a larger proportion. To the judicious setting and marking of this paper I attach the greatest importance. It is that paper in the examination which represents letters and literary culture. The friends of the physical sciences are all for the increased teaching of their own matters, and they have the public with them; judicious observers know well that the real difficulty and deficiency with students such as those of our training schools, lies not in the direction of physics, but in the direction of humane letters. It is so great that one might be tempted to pronounce it irremediable, at least for one or two generations, if one had not before one the development of spirit and feeling brought about in a few years by the establishment of one well conceived exercise—the recitation exercise. I have seldom been more struck by the results of any agency in education than by observing last winter, when I heard the Borough-road students recite, the progress which had been achieved within my own experience through this exercise alone."

I had intended to say something on the influence which the large number of evening science classes established in this district in connexion with the Department of Science and Art—some 24 centres of instruction in all, with classes varying in number from 2 to 6 at each centre—has exercised, and continues to exercise on the efficiency with which some of the prescribed subjects for the senior classes are taught in our day schools; but I fear I have already extended this report to too great a length. I may be permitted to express a hope, however, that the time is not far distant when it will not be necessary for our teachers to overwork themselves outside the ordinary school hours; but that payment for results in the *day* school for the prescribed school subjects will be so liberally allocated as to direct the studies and inspire the energies of both teachers and pupils within the legitimate channels of elementary mental discipline; and that, in consequence, these science classes will be more strictly confined than they are at present to the students for whom they are more immediately intended; and that the grammar and the geography, the higher arithmetic, the algebra, mensuration, and the geometry, will not be gently pushed aside, as is too frequently done at present, for the more ambitious, but not more exact, elementary discipline of experimental physics and natural science; but that each branch of knowledge, and every means of culture, whether literary or scientific, will have its definite and well-allotted place in that curriculum which must commence in the elementary school, and may develop afterwards in that higher course of instruction and training which aims at the cultivation of all the faculties, whether in the direction of literature, science, or art.

Appendix D. General Observations as to proficiency of Pupils found in Attendance at Inspections made during the year.

Proficiency of Pupils found in attendance at inspections made during the year.

District 11, Lurgan; Mr. J. Brown.—*Reading* (including oral spelling and explanation).—On the explanation given in the note on page 19, I consider the general proficiency in reading is fair.

21·2 per cent. of those eligible for examination were able to read the Third or higher books; 27·9 per cent. were able to read the Second Book; 30·8 per cent. were able to read the First Book.

Arithmetic.—On the explanation before referred, the general proficiency in arithmetic is good.

18·7 per cent. of those eligible for examination were able to solve questions in proportion or practice; 33·8 per cent. could solve questions in division of money; 68 per cent. could solve questions in simple subtraction.

Pennmanship.—The general proficiency in penmanship is satisfactory. 19 per cent. of those eligible for examination were able to write with ease and freedom; 61 per cent. were able to write fairly on paper.

Writing from Dictation.—The general proficiency in writing from dictation is good.

48 per cent. of those eligible for examination were able to write a sentence with ease and correctness; 35·2 per cent. were able to write with tolerable accuracy.

Grammar.—The general proficiency in grammar is fair.

10 per cent. of those eligible for examination were able to parse syntactically; 28·7 per cent. were acquainted with the parts of speech.

Geography.—The general proficiency in geography is only tolerable.

1·9 per cent. of those eligible for examination were able to answer on a general course of geography; 23·9 per cent. were acquainted with the maps of Europe and Ireland; 47·5 per cent. were acquainted with the map of the world only.

Needlework.—The general proficiency in needlework has also been tolerably satisfactory.

7·2 per cent. of those eligible for examination were able to cut out articles of dress; 68 per cent. were able to hem and top-sew neatly; 53·7 per cent. were able to knit a stocking neatly.

Extra Branches:—

	Schools.	Number learning.	General Proficiency.
Singing,	20	330	Fair.
Drawing,	7	240	Fair.
Agriculture,	18	165	Pretty fair.
Mensuration,	35	85	Fair.
Geometry,	24	52	Tolerable.
Algebra,	14	37	Fair.
Book-keeping,	21	62	Pretty fair.
Physical and Applied Science,	1	6	Tolerable.

The Agricultural Class Book is taught with fair success in 12 schools.

General Observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

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The general character of the schools is fairly satisfactory, and, for the most part, reasonable progress has been made in the several branches taught. The prospects of the extension of the National system of education, in districts of the country hitherto largely closed against it, will mainly depend upon the action taken by the Government in the present critical state of this public question. During the past year some ground has been gained in this respect; and I have no doubt that many have been brought to examine the practical character of our schools, who, until lately, would not give it an impartial consideration.

The great means for increasing the efficiency of the schools is to improve the condition of the teachers, and thereby make the office more attractive to young men of suitable qualifications. A step has been taken in this matter; but the mode adopted—payment by results—is not popular.

General Observations as to proficiency of Pupils found in Attendance at Inspections made during the year.

Proficiency of Pupils found in attendance at inspections made during the year.

District 12, Sligo; Mr. Wood.—*Reading* (including oral spelling and explanation).—Of 4,150 pupils found in attendance at inspections made for Secondary No. 1 Report, who are all returned as “examined in reading,” though fully a fifth of them cannot be said to have yet fully mastered the alphabet, I found—

	1871.	1870.
a. Able to read Book I. correctly,	25.1 per cent.	27.3 per cent.
β. “ “ II. “	18.7 “	24.0 “
γ. “ “ III. “	8.4 “	7.8 “

The falling off in the proficiency I attribute in great part to the fact that the 93 schools examined for 8th Report in 1871 included a larger proportion of the *bad* schools of the district than did the 91 schools from which the tables for 1870 were derived.

Arithmetic.—Of the pupils examined in arithmetic, namely, the members of the second and higher classes, who formed nearly three-fifths of the total number present—

	1871.	1870.
a. Able to work a test sum in simple subtraction,	48.2 per cent.	50.3 per cent.
β. Able to set down, or read, a number of seven places of figures,	33.1 “	37.6 “
γ. Able to work a test question in division of money,	16.8 “	17.4 “
δ. Able to solve ordinary questions in practice and simple proportion,	7.2 “	6.4 “

Pennmanship.—Of the pupils examined in writing on paper—who nearly correspond with those examined in arithmetic—there were—

	1871.	1870.
a. Able to write fairly,	32.3 per cent.	32.0 per cent.
β. Able to write a good hand with freedom,	8.7 “	7.3 “

Writing from Dictation.—It is only the third and higher classes that I have returned as examined in this subject. They constituted considerably less than one-fifth of the whole number. The results were—

	1871.	1870.
a. Able to write sentences with tolerable accuracy,	4 per cent.	51.6 per cent.
β. Able to write sentences with ease and correctness,	1 “	16.3 “

Appendix D. *Grammar.*—Of the pupils examined in this subject—the same nearly as those examined in writing—

Proficiency of Pupils found in attendance at inspections made during the year.

	1871.	1870.
a. Acquainted with the parts of speech only, . . .	9.8 per cent.	9.0 per cent.
β. Able to parse an easy sentence syntactically, . . .	2.3 „	2.4 „

Geography.—Of the pupils examined in geography—the same as those examined in arithmetic—

	1871.	1870.
a. Acquainted with outlines of map of world, . . .	23.8 per cent.	25.0 per cent.
β. Acquainted with geography of Ireland or Europe, . . .	7.3 „	6.3 „
γ. Acquainted with general course of geography, . . .	0.5 „	— „

Needlework.—Of 733 pupils examined in needlework I found—

	1871.
a. Able to sew neatly,	31 per cent.
β. Able to knit a stocking,	31 „
γ. Able to cut out,	5.5 „

Extra Branches (model schools excluded):—

	Schools.	Number learning.	General Proficiency.
Singing,	6	483	Very low, except in Sligo Convent.
Drawing,	1	36	Good.
Agriculture,	6	46	Slight.
Mensuration,	13	37	Very low.
Geometry,	18	49	Do. (one exception).
Algebra,	8	22	Do. do.
Bookkeeping,	14	39	Do.

The Agricultural Class Book is taught with fair success in two schools.

General Observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

Owing to the recent introduction of the system of payment by results, and want of acquaintance as yet with its practical working, I beg leave to postpone making any suggestions under this head.

General Observations as to proficiency of Pupils found in Attendance at Inspections made during the year.

District 13, Enniskillen; Mr. Strong.—*Reading* (including oral spelling and explanation).—The per-centage of those able to read the different lesson books has slightly progressed during the past year. The numbers stand thus for the years 1870 and 1871:—

	1871.	1870.
Able to read the First Book,	35.8 per cent.	31 per cent.
„ Second Book,	29.9 „	26 „
„ Third or Fourth Book,	11.3 „	10.6 „

The reading of the first and second classes is defective as regards proper grouping of the words and distinct articulation; and in case of

third or higher classes there is but little ease or fluency, much less proper *modulation or natural expression*. The poems of the lesson books are recited in a hurried, monotonous manner, without feeling or meaning—too often in a sing-song fashion, so that they may be truly described as “rhyme without reason.” It is to be feared that the teachers, except in the case of the model school, seldom set an example of correct or graceful reading, and too often depute that of the junior classes to paid and unpaid monitors. The great majority of the pupils in our schools are now enrolled in First and Second Books; and hence the necessity for their efficient instruction, especially in reading, so as to enable them to be advanced to the higher classes. I hold the opinion that a good style should commence in the First Book, and it will follow, almost as a matter of course, in all the others. As regards the senior classes, who may have mastered the mechanical difficulty of pronunciation and grouping, the teacher should not, I think, overlook the necessity of securing, if possible, a graceful elocution, and, above all, a natural expression.

Appendix B.
Proficiency of Pupils found in attendance at inspections made during the year.

As in rendering a piece of music the good musician will not fail to express some passages quickly, others slowly, some softly, others boldly, some lightly, others with feeling and expression; so the good reader will not fail to mark the true sentiment of the author by a corresponding, suitable tone.

Oral spelling is fair, and explanation medium.

I have recommended the teachers to pay more attention to their own improvement in reading by studying the Literary Class Book and other works of the same character, such as “Bell’s Speaker.” This last book should be on our list.

Arithmetic.—This branch appears on the whole fairly taught; the chief defects may be attributed to an imperfect knowledge of tables and neglect of *repetition* in case of simple and compound rules. When children are not soundly instructed in all the elementary rules and tables, their progress must be slow and uncertain, and it is a matter of little moment in my eyes what rules they are returned as “working.” The teachers appear to me to fail in not being able to invent such *test questions*, especially in simple and compound rules, as would effectually provide against failure when the examiner proposes one with a view of sounding the exact depth of the pupils’ knowledge.

Hence, it will not surprise us to find that the children are puzzled by an ordinary question, if it contain the slightest difficulty in the process. I proposed the following very easy question in a large number of schools, and the failures were many:—“I bought a cwt. and a-half of meal at 16s. 8d., what did I pay per quarter stone?” In this case the failure was in the reduction of the first and second terms. Written exercises are not generally done in this district, but I am sure they will not be neglected in future.

Pennmanship.—I had no reason to find fault with the writing in a fair proportion of the schools; however, in some cases, there was no internal evidence of proper supervision, and the copy-books were not duly marked, as I could wish, with *red ink*, as regards character or style. I am glad to find that our new programme makes proper provision for the teaching of this branch; and I hope that carelessly written copy-books will soon disappear from our National schools. The great and just importance attached to good legible writing, especially in all commercial transactions, requires no comment from a school Inspector.

Writing from dictation has due attention in all National schools

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Proficiency of Pupils found in attendance at inspections made during the year.

whether the teachers be high or low in class, or the schools good or bad; and I have but little reason to find fault except as to the mode in which the exercises are revised or corrected. The usual plans adopted are—the children themselves correct each other's exercises on their slates, but I fear that, in most cases, this is done very imperfectly, and even where it is done well, I am under the impression that the errors are not permanently set forth, nor the corrections permanently fixed in the minds of the pupils. I believe that this may be best secured by causing the whole exercise, when carefully revised, to be re-written on paper. Some suggest the propriety of having the misspelled words written out several times. I am glad to find that writing on paper will be more generally adopted in future: it is the real practical test which occurs in daily life.

Grammar.—The knowledge of grammar in the schools of this district is indeed slight, and almost, I am tempted to say, worthless for all practical purposes.

It is true that the pupils of the third or higher classes can generally tell the "parts of speech" in an ordinary sentence, or in some cases stammer through the parsing of same; but how such imperfect knowledge will enable them in after life to construct an oral or written sentence I have yet to learn. The pupils do not remain at school sufficiently long to acquire any knowledge of grammar beyond a superficial smattering. I find even the candidates for schools to be very weak in this branch of the "programme." Composition is too much neglected even in our best schools, and I would be glad to find it introduced into the programme for fourth-class pupils.

Geography.—The answering of the pupils in local geography is fair, especially as regards the map of the world and Ireland. But I cannot say that the subject is exhaustively taught, except in the model schools, and a few others under really good teachers. So far as a fair acquaintance with the relative size and position of the several continents, oceans, seas, principal islands, mountains, and rivers is concerned the pupils are fairly instructed, but all other important statistics are comparatively neglected.

Needlework.—Plain needlework receives pretty fair attention in all the female schools, also in some of the mixed where a workmistress has been appointed. I believe the new arrangements for the instruction in needlework of all the children in female and mixed schools above first class, on pain of a fine or deduction from the account earned for proficiency in other branches, will produce a good effect. The strips of calico now in the Board's list will also effect an improvement.

Extra Branches.—*Singing* taught in 7 schools. Number learning 254. General proficiency fair. Three model schools included.

Drawing, taught in 3 schools. Number learning, 240. General proficiency pretty fair. Two model schools included.

Agriculture, taught in 7 schools. Number learning, 180. General proficiency, tolerably fair. One model school included.

	Schools.	Number learning.	General Proficiency.
Mensuration,	18	40	Superficial.
Geometry,	15	32	Do.
Algebra,	5	11	Do.
Book-keeping,	10	27	Do.

Model schools not included.

General Observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

Appendix.
Condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

I. *Teachers.*—I find that several teachers of the district endeavour to supplement their poor salaries by petty farming, shop-keeping, clerking, &c. If such could be carried on without detriment to the interests of the schools I must necessarily pronounce it prudent and commendable. But experience prompts me to say, that farming, when it exceeds five or six acres, is almost incompatible with the duties of a teacher. Among the most obvious disadvantages are—*late attendance* each day on the part of teacher, and, as a matter of course, on the part of pupils; *want of personal neatness* in the master, ditto in case of the pupil; *absence* of the teacher on "fair and market days," which may be regarded as days of idleness and mischief for the pupils; in addition to all this, general distraction or want of intellectual activity in the teacher, arising from a natural anxiety about his farm, or, it may be, physical prostration in connexion with his morning's toil. It requires but little exercise of reason to foretell what chance such a teacher has of discharging his duties to his school in a satisfactory manner. No; he himself must admit that a man should come to his school free from all mental embarrassment, having his intellect whetted by the perusal of some book bearing on his profession, or some well digested "notes or heads of lessons" he may be called on to teach; that while in the school he must be *earnest and honest*, for otherwise all his skill will not succeed in arresting the natural restlessness or indolence of his pupils. The corollary to be deduced from all this is—it is *absolutely necessary to make our teachers more independent; in other words, more at ease about the prospects of their homes and families.*

Again, our teachers, exclusive of their honesty, may, and do fail from want of *skill*. It is almost self-evident that where a man has not a clear and distinct outline in his own mind of the subject he undertakes to teach, his misty views will assuredly produce a dull and hazy impression on the mental vision of his pupils, which generally results in indifference and apathy. A large number, I regret to say, have neither the *calibre* nor the power to elucidate the subjects they profess to teach—in other words, they are wholly unable to invest it with interest in the eyes of their pupils, by throwing a halo about it. Surely it will be allowed that these are not the men to produce high "results"; and least of all qualified to train lads who are likely to win the race in this day of *open competition*—this day of railroads and telegraphs—when it may be truly said: "Many run to and fro and knowledge is increased"; nay, speeds its flight on the very wings of the lightning. I am, therefore, anxious to see the time when it shall be determined by the Commissioners that no *untrained* or *untrained* teacher be allowed to assume a position for which he has neither culture nor intellect.

II. *School-houses.*—As a rule, in case of rented school-houses, the rent and cost of furniture, repairs, &c., come from the pockets of the teachers; and there are some cases, I regret to say, where the managers themselves exact this rent. Surely such persons should not hold the position of manager; they are, in my mind, a great impediment to the spread of education, for they have usurped a place which they have no right to fill; there are others (small farmers) who have neither social rank nor ability to manage or advance the interests of a school; some of whom are so illiterate that they are obliged to ask the teacher to

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carry on the necessary correspondence with the Inspector or Commissioners; and in case of *fines* or *reprimands* from the office, the teachers themselves frequently become their own advocates. Considering the favourable change that has taken place in the minds of the landed proprietors and others, I hope many of them will soon become patrons and managers; if so, an end will be put to rent-paying houses, and unsuitable managers will cease to exist. M. O. Mande, esq., agent on the Ely property in this county, has, within this last year and a half, established six National schools, with the following annual endowments:—Moyglass male and female schools—two teachers, man and wife, one of whom is in first class, the other first division of third, both trained; donation, £35 per annum, a house for residence, and three acres of land. Church Hill, mixed—a first-class teacher trained; donation, £30 per annum. Drumbred, mixed—a first-class teacher, trained; £20 per annum and apartments. Garrison, mixed (a new house at a cost of £200)—a second-class teacher trained; donation, £30 per annum. Drumcose, mixed—a first-class teacher; donation, £30 per annum with residence. I may also mention that Mr. Mando is patron and joint manager of the following other schools on the property:—Gloun, East—a mixed school (a new house at a cost of over £200), with a small donation, which I hope will be increased; Roscor—a good slated house, and a small donation to teacher; Fassagh—a fair house, likely to be enlarged, and a small donation to the teacher.

The following other schools have been also established within a year and a-half:—Clabby, mixed school, under the Rev. J. G. Porter—donation to the teacher, £10 per annum; Tully, mixed, under the same manager, a donation of £6 per annum; Magnivesbridge—mixed, under the Rev. J. Charleton, Presbyterian; a new house very suitable for school purposes, at a cost of £200, or thereabouts—a donation of £30 to teacher, and a garden.

Results' Examination.—Though it may be premature to offer any opinion on the new mode of examination by "results," still I would beg to make a few brief remarks. In the first place, I wish to say that the provisions of the new "Programme" appear, in the main, to be judicious and equitable as regards pupils and teachers; and I am glad to find that the future course of instruction in our National schools is not likely to be dwarfed, as was apprehended from what took place on its introduction into the primary schools of England. I am rather inclined to think that the education given will be more *thorough* and *extended*; and, for my own part, I do not entertain a shadow of doubt that the payment for individual proficiency will constitute the most powerful stimulus to the exertions of the teachers.

As regards the promotion of a child from one class to another in the course of a year, so as to entitle the teacher to a "fee," I think the subject will require consideration.

Proficiency of Pupils found in attendance at inspections made during the year.

General Observations as to proficiency of Pupils found in Attendance at Inspections made during the year.

District 14, Omagh; Mr. Sullivan.—*Reading* (including oral spelling and explanation).—During 1871 I examined 3,173 pupils for Secondary No. 1 reports. This is considerably less than the number examined for Secondary No. 1 reports during 1870; because, during the last two months of 1871, reports for results' fees were alone made. Hence my

returns for 1871 relate to 86 schools only ; whereas, in 1870, they re-

ferred to 105 schools.

Of 3,173 pupils examined during 1871 in reading—

20	per cent.	were able to read First Book.
25	"	" Second Book.
18	"	" Third Book.

For 1870 the corresponding per-centages were—

28	per cent.	were able to read First Book.
26	"	" Second Book.
19	"	" Third Book.

Proficiency
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year.

These numbers show a slight increase in the per-centage able to read First Book, and a decrease in the per-centages able to read Second and Third. If the examinations during the two years were all conducted by the same person, it would be difficult to avoid the conclusion that, as far as reading is concerned, the district has remained stationary. Up to May, 1870, however, the district was in charge of my predecessor, and, during that time, a good many Secondary No. 1 reports were made. On the whole, I have no doubt that reading has made fair progress during the past year : that it is far more distinct than it was, and that *rote-reading* is much less prevalent.

Oral spelling is fairly taught ; explanation poorly.

Arithmetic.—In arithmetic 2,003 pupils were examined. Of these—

28	per cent.	were able to set down millions.
62	"	" work subtraction.
23	"	" compound division.
10	"	" proportion, practice, &c.

In 1870 the corresponding per-centages were 32, 52, 25, and 12.

These figures show that considerable progress has been made in the elementary rules, the per-centage for subtraction having increased from 52 to 62. In the more advanced parts of arithmetic there is a slight decrease.

Pennmanship.—1,579 pupils were examined in writing. Of these—

75	per cent.	were able to write fairly.
6	"	" with ease and freedom.

In 1870 the corresponding per-centages were 61 and 10.

Although the per-centage able to write with ease and freedom is somewhat less in 1871 than in 1870, there is, in the former year, an increase amounting to 14 in the per-centage able to write fairly. This gives a net increase of 10 in favour of 1871. The figures which I have brought forward in reading, arithmetic, and penmanship, all point in the same direction. They show that in 1871 the junior classes were receiving increased attention.

Writing from Dictation.—Of 931 pupils examined in dictation—

56	per cent.	were able to write with accuracy.
11	"	" ease and correctness.

In 1870 the corresponding per-centages were 54 and 10—from which it appears that some, but not much, progress has been made.

Grammar.—1,905 pupils were examined in this branch. Of these—

8	per cent.	were able to distinguish the parts of speech.
6	"	" parts.

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These numbers are very low. The corresponding per-centages in 1870 were 13 and 7, so that there is a total decrease of 6 per cent. in this branch. A good many of the teachers have a very limited knowledge of grammar, and hence it is vain to expect high proficiency from the pupils.

Geography.—2,106 pupils were examined in geography. Of these—

41 per cent.	were acquainted with map of world.
6	" " map of Europe and Ireland.
1	" " a general course of geography.

In 1870 the corresponding per-centages were 30, 6, and 1.

There is, therefore, a large and satisfactory increase in the per-centage acquainted with map of world. In other respects there is very little change.

Needlework.—Last year I drew attention to some of the causes which prevent needlework from being taught with success in this district. These causes still exist. On the whole, however, I am satisfied that very fair progress has been made in this important branch during the past year. In 1870 only 23 per cent. of the girls in attendance were learning needlework. In 1871 the corresponding per-centage was 30. Excluding infants, the gain is still more striking. In 1870 only 30 per cent. of the girls above eight years were learning needlework. In 1871 the corresponding per-centage was 46. No doubt the proficiency attained by many of these is still poor, as only 50 per cent. passed in plain sewing, 35 per cent. in knitting, and 1 per cent. in cutting out; but those who failed have at least made a beginning.

Extra Branches:—

	Schools.	Number learning.	General Proficiency.
Singing,	10	329	Very fair.
Drawing,	2	51	Good in one; tolerable in another.
Agriculture,	3	17	Fair.
Mensuration,	17	38	Fair.
Geometry,	18	42	Pretty fair.
Algebra,	3	17	Middling.
Book-keeping,	17	50	Fair.

Condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

General Observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

There is not much in the way of change to note since last year. Four or five teachers have gone to America; two schools have been struck off, and one school has been taken into connexion. The figures already given show that the district has made steady though not rapid progress, and that the junior classes in particular are receiving increased attention.

This year is remarkable as witnessing the introduction of the results' system. I am at present able to give the results with reference to 44 of my schools; but it should be borne in mind that, with very few exceptions, these are schools conducted by third-class teachers and probationers. Very few of the schools conducted by first or second class teachers have yet been examined. It should also be recollected that the schools in this district are, in general, very small, the average attendance in each school being only 35.4.

In 44 schools I examined for results 2,163 pupils. This gives an average of 49 for each school; whereas, the average attendance in each of the same schools is only 33.2. Hence it is evident that the pupils

attend the results' examinations very well, and that the fear that many would remain away is, on the whole, unfounded.

Of 2,163 pupils examined, 1,003, or nearly half, had made less than 90 attendances each. Many of these made "passes," but still no results' fees will be paid for them. It is evident that this will be a strong temptation to teachers to neglect such pupils, and devote their whole energy to those who are more regular. I beg to suggest that for pupils who have made less than 90 attendances, and who pass, a portion of the ordinary results' fees be allowed. Thus, for each pupil who has made less than 90, but more than 50 attendances, one-third of the ordinary grant might be given; while for pupils who have made less than 50, but more than 20 attendances, the proportion might be one-eighth.

The 44 schools examined made on results £268 18s. This gives an average for each school of £6 2s., and an average for each pupil who has made at least 90 attendances, of 4s. 8d. The smallest amount made by any school is £1 11s. 6d.; the highest is £20 19s. 6d.

In examinations for the Science and Art Department, a pupil who prompts or copies has his paper cancelled. I beg strongly to recommend that this rule be extended to National schools. Previous to the introduction of the results' system prompting and copying had been, with considerable difficulty, almost extirpated. Its introduction caused them to revive, and, I regret to say, that in very few instances have the teachers given the slightest assistance in checking this revival. The rule adopted by the Science and Art Department with reference to these practices is quite fair, and its introduction would do much to raise the moral tone of our schools.

General Observations as to proficiency of Pupils found in Attendance at Inspections made during the year.

District 15, Dungannon; Mr. H. W. Rodgers.—*Reading* (including oral spelling and explanation).—Having been upwards of a year in this district, I can now form a pretty clear opinion of the degree of proficiency attained in this and other subjects. In many cases the indistinct and monotonous utterance of the pupils is positively painful to the hearer. Until teachers and pupils are more fully convinced that reading is one of the most important sources of information, much improvement cannot be expected. Besides, it is often forgotten that pupils generally leave school at a very early age, and that, unless they have acquired facility and readiness in reading in youth, they will, generally speaking, derive comparatively little benefit from it in after life.

Neither oral spelling nor explanation has been receiving proper attention; but now that the result system has been introduced, these defects are likely to be remedied.

Arithmetic.—Although this very important branch generally receives a fair degree of attention, there is still room for much improvement. The theory is, in many cases, greatly neglected, while the method of securing expertness in actual operations is often very unsatisfactory. The tables are not generally committed to memory in the thorough and systematic manner which is required for so important an object. These defects are likely to disappear gradually, if the new programme be properly kept in view.

Penmanship.—Since the introduction of copy-books with engraved head-lines, the proficiency in this art has improved steadily, but rather slowly. Want of proper supervision appears to be the main cause

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which retards the progress of the pupils. Besides, some teachers seem to be still rather perplexed as to what copy-books should be selected. Insufficient desk accommodation also is, in several cases, an obstacle in the way of improvement.

Writing from Dictation.—The defects which I noticed last year are, to a great extent, still prevalent—namely, gross errors in spelling, want of neatness, and the use, in many cases, of small instead of capital letters. The result system is likely to lead to great improvement in these respects.

Grammar.—A great deal of time and energy used to be wasted in making premature attempts to give instruction to very young children in this branch, and, as might be anticipated, disappointment and disgust were the results. It was quite common to find teachers aiming at a standard which was too high in the case of junior pupils, and too low in the case of the senior classes. A new system has now been introduced, which is likely, if properly acted on, to effect a great improvement.

Geography.—As in the case of grammar, teachers used to commence giving lessons in geography too soon; but they failed to follow it up with sufficient zeal in the case of the very pupils who were of a suitable age for deriving benefit from such instruction. Such abortive attempts are now likely to be discontinued, and it is to be hoped that all parties will be more satisfied.

Needlework.—Needlework is now receiving a fair share of attention, considering circumstances. In many cases the supply of materials is irregular and insufficient.

Extra Branches:—

	Schools.	Number learning.	General Proficiency.
Singing,	17	81	Fair.
Drawing,	13	177	In some cases, very fair, in the others, middling.
Agriculture,	18	161	Cannot give an opinion.
Mensuration,	31	71	Very elementary.
Geometry,	25	41	Do.
Algebra,	23	53	Do.
Book-keeping,	33	15	Do.
Trigonometry,	1	1	Cannot give an opinion.
Reasoning,	1	1	Do.
Physical and Applied Science,	3	19	Do.

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General Observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

The impediments to the progress of National education, to which, in common with others, I drew attention in former reports, are now gradually disappearing. Better remuneration is now within the reach of those who undergo the arduous labour of teaching; and this improvement is being brought about in such a way that the pupils get a large share of the benefit. As a consequence, this district is already giving some evidence of increased progress. The new system is also allowing inspectors to give more time to the actual examination of pupils. This is evidently a great point gained, as it is quite clear that careful inspection leads to careful teaching, and that hurried and superficial inspection is highly calculated to produce carelessness and want of earnestness in the instructor.

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District 16, Armagh; Mr. Osborne.—*Reading* (including oral spelling and explanation).—The reading is tolerably fluent and fairly intelligent in the great majority of the schools, but I have still to lament the absence of a graceful, pleasing, and expressive style of reading, though I have been endeavouring to obtain it.

Proficiency of Pupils found in attendance at inspections made during the year.

The oral spelling and explanation are fair.

Arithmetic.—This branch is, on the whole, pretty well taught, and there is a fair measure of expertness and accuracy in commercial arithmetic, so far, at least, as practice; but there is not yet sufficient care and time given to explanations and exercises in the simple rules and reduction.

Penmanship.—I have never been able to report favourably on this branch in this district. I have never seen, except in a few instances, that clear, careful, tasteful execution which I desire. There is too great a proportion of clumsiness and carelessness. The new programme of examination for results is judiciously framed to induce higher excellence in this branch, and I hope after a time to see a marked improvement.

Writing from Dictation.—Pretty fair proficiency has been attained in this branch by third and higher class pupils. Hitherto, however, I have mostly given my exercises in this branch on slates. The exercises for results are executed upon paper, with pen and ink, and have not been very satisfactory for so far; but we must remember that the schools as yet examined are only those under third-class and probationary teachers.

Grammar.—In most of my schools the pupils of the third class have a fair acquaintance with the definitions of the parts of speech, and can refer words to their classes with tolerable readiness and correctness. The pupils of the fourth and higher classes have some measure of expertness in syntactical parsing.

Geography.—This branch is not very fully or carefully taught, and very few pupils advance beyond the most elementary facts, and the outlines of the continents and the map of Ireland.

Needlework.—I think that this branch is very fairly taught by the female teachers, assistants, and workmistresses, to the great proportion of the girls, and that a reasonable and creditable proficiency has already been obtained.

Extra Branches:—

	Schools.	Number learning.	General Proficiency.
Singing,	21	1,835	Very fair, in some cases very good.
Drawing,	9	431	Creditable.
Agriculture,	3	65	Very fair.
Mensuration,	33	38	Do.
Geometry,	27	74	Fair.
Algebra,	25	74	Do.
Book-keeping,	27	87	Very fair.
Trigonometry,	2	3	Merely beginning.

The subjects circumflexed above are regularly and systematically taught, and the numbers given are, in each case, the average number on rolls learning that branch. The other subjects are only occasionally taught where and when there are advanced pupils requiring them, and the "number learning" is, in each case, the number found present at any one inspection.

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Condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

I have nothing new to state under this head, and I need not repeat the observations in my former reports. I am glad that an initiatory step has been taken towards the improvement of the teachers' salaries, by raising the income of the third-class and probationary teachers; and I hope that in this next year something will be done on behalf of the first and second class teachers, who are obviously the most deserving, and by their scholarship and experience, the result of their study, application, and labour, have the highest claims on increased remuneration.

I am the more anxious that the reasonable demands and expectations of the teachers should be met liberally and without delay, because I desire to see them, as soon as possible, withdrawn from public platforms, and from a restlessness and agitation which are eminently at variance with the quiet, unobtrusive, earnest labour which is the distinguishing characteristic of the efficient and successful teacher.

Proficiency of Pupils found in attendance at Inspections made during the year.

Proficiency of Pupils found in attendance at inspections made during the year.

District 17, Bellinahinch; Mr. Nesbitt.—*Reading* (including oral spelling and explanation).—The majority of those who have attended school an adequate time can read intelligibly, and hence, as a means to an end—viz., that of gaining information from books—this may serve their purpose; but, even in the senior classes, there is, in general, no expression of the feelings or intention of the author, and the words drop from the speaker with a monotony not unlike water through a filtering-stone. There is some progress this year, but any great improvement in this department is, I fear, hopeless.

The oral spelling of junior classes was not quite satisfactory, but those who are sufficiently advanced to write from dictation spell very correctly, as a general rule.

The pupils are pretty well prepared to give the meaning of isolated words, but experience much difficulty in explaining any sentence taken from the higher prose or poetry of the lesson books.

To most of the children attending the National schools the beautiful language of the present school-books is much the same as a dead language, and they require time to translate it mentally into their everyday ideas, ere they can fully comprehend and imbibe it as their own.

Arithmetic.—The senior classes are well advanced in commercial arithmetic, but the junior class appear to be unable to cope with the present programme.

The children commence their school course at a very early age, and hence they can read Second Book intelligibly before they are mentally capable of understanding in any abstract subject. A child of eight years of age would learn more arithmetic in one year than a child of five would learn in three years. Hence, I am of opinion that, except what can be mechanically taught by the use of the arithmeticon, this subject should not be pressed on pupils of a tender age.

Penmanship.—There is a very satisfactory improvement in this branch: more system, more careful examination of the work, and a manifest proficiency.

V. Foster's copy-books have done a good work, and Mr. Johnston's large and round hand copies will be found valuable.

Those who have not had the practice at school in writing large and round hand will never in afterlife write a bold, free hand.

The pupils should be exercised in reading their own written copies, and in reading exercises in composition. I find that, in some instances, they cannot read their own copies.

Writing from Dictation.—This is well attended to in all the schools, and with decided success in most. In some schools the pupils make a very neat paper, with few errors either in writing or spelling.

Grammar.—The majority of the senior classes can distinguish the parts of speech, but in parsing exhibit a deficiency in a knowledge of rote grammar. They also fail in speaking the language correctly, and should have more exercise in this.

In their ordinary reading lessons, instead of answering cut and dry questions, they might be encouraged to tell the story of their lesson in their own words, or even in the words of their lesson, for a time, until their own vocabulary would enlarge; or, they might be called on to state the facts in the lesson worth remembering; or, in case of biography lessons, they might state the part of any character which they most approve, and is the most useful for imitation. Such exercises would increase and improve their language, and strengthen their powers of discernment.

Geography.—The maps of the world, Europe, and Ireland, are pretty well known in most schools. Geography Generalized is seldom used, and Physical Geography is confined to evening classes in connexion with the Science and Art Department.

Needlework.—This branch is remarkably well attended to, and with decided success. The mistresses who were present at the examination of 1871 showed a dexterity in the work which was very pleasing to those interested in the elementary education of the people, and creditable to their teachers' assiduity and competency.

Extra Branches :—

	Schools.	Number learning.	General Proficiency.
Singing,	23	1,403	Three schools very good, others fair or middling.
Drawing,	7	319	Two schools good, others only middling.
Agriculture,	1	19	Middling.
Mensuration,	10	42	Good.
Geometry,	10	42	One remarkably good, others fair.
Algebra,	3	27	Two remarkably good.
Book-keeping,	7	29	Good.
Trigonometry,	1	5	Very good.
Navigation,	1	1	Fair.

The Agricultural Class Book is taught with fair success in 20 schools.

Owing to press of other business, I have not been able to devote much time to this branch during the year.

General Observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

This district embraces central county Down from the neighbourhood of Newry to that of Belfast, and contains 134 National day schools, with a few others not connected with the Board.

About one-tenth of the schools are, in every respect, excellent as

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Appendix D. elementary schools, and have, also, pressed close on the footprints of intermediate schools.

The teachers are of a high moral and intellectual standing, and have literary requirements which fit them in no ordinary degree for their avocation.

In one of the best I find that my result examination would have realized for the master a gratuity exceeding £30, and happy would I be to extend this character to the whole district; but, on looking at the contrast, I find that the gratuity would fall below £3—the sum allocated to third-class teachers this year—and that the difference between these schools is barely represented by the difference of results.

There are very few schools in the district that should be designated as worthless. They are more of a mediocre character—the teachers attentive to their duties, and worthy of a better support.

The third-class teachers appear to be grateful for the small increase which they have in prospect this year; and, were it permanently added to their salary, and the present rate of salary in all classes retained, with the privilege of rising to the highest position their literary acquisition might entitle them to, they would, I think, be very fairly remunerated by the result, in addition.

The extra branches should be included in the result of all classes, and thus would the teachers be encouraged to use every effort to induce the advanced pupils to learn such. But in many cases it would be impossible, even in first-class schools, to have classes learning extra branches, as the ages of the pupils and the surrounding circumstances might be entirely incompatible with such instruction.

I am of opinion that the result examinations will raise the literary status of the schools, and that, as an addition to the present salary, every good teacher would find his emoluments greatly enlarged; and, so far as inspection of the school is concerned, it adds but little to the labour of those who were in the practice of examining the classes individually. The writing of the reports will be very tedious and laborious, unless modified, which could be easily done by ceasing to recognise those who had not attended 90 days, and whose return adds nothing to the capitulation gratuity.

The present system of education is well adapted to the circumstances of this county. In the managerial staff you have every shade of religious belief represented in very fair proportion to the population. They are also the *élite* of their localities, both lay and clerical. They are interested in the education of the people, and, in many cases, particularly among the large proprietors, they are extremely liberal.

Lord de Ros, Strangford, and Mr. Kerr, of Mountdo, endow their schools to a large amount, and several others grant smaller sums. Through their judicious management the work of inspection is much facilitated, and in their intercourse they show a respect for the National Board which is very pleasing.

There is, consequently, no hindrance to the increased efficiency of the schools, except what arises from irregular attendance of pupils and want of qualification in teachers.

Some of the teachers have a tendency to the use of inflated language, which is unsuitable in rural districts, and tends to lower them with the people. For instance, the cause of rejecting any day in average attendance must be noted in report-book, and some time since I found that of a rainy day accounted for as follows:—"A tremendous fall of aquatic fluid, flooding the road and school premises to such an extent as to preclude the ingress of pupils." Such tendency should be corrected and

restrained as much as possible by the style of our annual examinations, as well as by all intercourse with the teachers.

From the irregular shape of most districts, and of this in particular, the book depôt is not available to a large number of the schools, and, hence, the Board has kindly granted the privilege to managers of ordering a delivery of their requisites at the most convenient depôt. If this were extended for gratis requisites also, it would be a great boon to the teachers. For instance, a teacher from the neighbourhood of Belfast, who gets his requisites at reduced prices in the Belfast depôt, must send for a report-book to Ballinahinch, at an expense of 3s. should he come himself, or at the expense and trouble of the Inspector to send it to the train, and the expense of carriage by the teacher.

Rothfriland is much worse off, as there is no railway to that town, and Newry is their depôt for sale stock. All requisites should be obtainable at the most convenient depôt, on producing an order from an authorized person.

General Observations as to proficiency of Pupils found in Attendance at Inspections made during the year.

District 18, Mounghan; Mr. Hardley.—*Reading* (including oral spelling and explanation).—By comparing the ages of the pupils examined with the proficiency, it will be perceived that steady progress has been made during the past year. The total number examined for the Secondary No. 1 Report was 6,633, the number under seven years of age 1,227; the difference should correspond pretty closely with the total returned as passing in any of the three standards of reading. This total is 3,125, and the difference, 281, is less than five per cent. of the whole number examined; in 1867 it was nine, in 1869 eight, and in 1870 about seven per cent. This I regard as healthy progress, showing increased attention to the junior pupils; and I expect that with the stimulus for exertion, applied by the results' system, the balance in a few years will fall on the other side. Considering the statistics from another point of view, I find that the number able to read the Third Book, 1,609, is very nearly equal to the number found present over twelve years, of age, or about one-fourth of the entire, showing that it takes about five years after a pupil has learned to read the First Book, before he acquires the power of reading the Third—a rate of progress which is quite too slow. In some schools of the ordinary class, and without any exceptional advantages, I find this interval not to exceed three years, and this I believe should be attainable in all.

An outcry has been raised against that requirement in the revised programme, which insists on each pupil being able to repeat three short pieces of poetry selected from the Second Book. I think this a useful exercise. Of course the selection of the pieces will rest with the teacher. Most of the so-called *reading* in the first class, and even in the junior second, is mere repetition from memory; and methodizing this exercise, by causing the children to group the words correctly, to articulate them distinctly, and to pronounce them properly, will be certainly beneficial.

I have always found *explanation* a weak point, though latterly I have come to the conclusion that the deficiency appears to an examiner much greater than it really is. The children have such a slender vocabulary, and possess so little skill in putting their words together, that they often look bewildered, and are quite dumb when questioned on the meaning of

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a passage, which, perhaps, by an involuntary gesture, they had shown they understood. One cause of this is, that not much is attempted in the preparation of the reading lesson as a home exercise, and I rarely ever find the pupils in the senior division accustomed to consult a dictionary.

The ordinary errors observed in the reading may be reduced to three:—First, faulty grouping of the words; second, imperfect articulation; and third, incorrect pronunciation. The first arises chiefly from inattention to the written as well as to the unwritten pauses, such as stopping *after* and not *before* connecting words. The imperfect articulation leads to alteration in the number of syllables; thus "singlar forma" is not an unusual error; in addition, the final consonants are frequently not sounded. There are, besides, local peculiarities of articulation; thus, in the neighbourhood of Clones, "could" and "would" are pronounced "quid" and "wid"; "tube" is called "cabe," "Hughes" "Cughes," and "Casack" "Husack." The errors of pronunciation are pretty general, and are more difficult of correction than either of the preceding, as a boy is likely to draw down the ridicule of his companions should his pronunciation not be in accordance with the ordinary usage. However, such blunders as "perfectly excel-lent reasons (raisins)" should not be heard during the reading lesson without at least calling for correction from the teacher.

Arithmetic.—The proficiency in arithmetic is scarcely over up to the requirements of the programme. In turning over my note-books, the most common observation I find is, "results in arithmetic low; too little time allotted to the subject." This is applicable to considerably more than half the number. Frequently I find only half an hour set down for this important branch, generally one hour, and rarely one hour and a-half. It is my opinion that with less time than two hours daily in ordinary schools the pupils cannot become expert and correct arithmeticians. This would leave only two hours, in schools where the attendance is unpunctual, or three hours where it is satisfactory, for all the remaining subjects. Three hours would be sufficient, distributed in this way—one and a-half hours for reading, including explanation, grammar, and geography, and one and a-half hours for writing, including transcribing and writing from dictation. With less than five full hours for secular instruction the results cannot be satisfactory. Too often, however, the time is nibbled away under one pretext or another. The scholars, it is said, will not come in time, and they must have play in the middle of the day. Country children have so much exercise in the open air that they do not require much recreation during the school hours, and, I think, in every other case business should begin half an hour earlier.

In examining on the simple rules I find two causes of failure—first, when an exercise in addition is *dictated* the children are likely to go wrong in the notation, unless the addends all contain the same number of figures; and secondly, in working simple subtraction they are at a loss how to finish should there be a few figures more in the minuend than in the subtrahend. It is singular that causes of error so easily guarded against, by inserting noughts to fill up the vacant places, should be so common. Counting on the fingers is still very common, but I do not think it is objectionable in young children who would be permitted the use of a ball-frame, and who require something tangible to render the operation at all intelligible; but it is a sign of inefficient teaching to find the practice prevailing in the third class. The exercises in the compound rules are too frequently confined to pounds, shillings, pence, or

hundreds, quarters, and pounds, so much so that mistakes are almost certain, should the examiner not confine himself to these denominations.

Penmanship.—Writing on paper is practised in all the schools in the district, but is efficiently taught in very few. On referring to my notebook, I find that "little or no supervision of the desk lesson," and "great waste of time in giving out the writing materials," are the prevailing defects. Sometimes, too, I found that there was no chalk in the school, and the black-board lying in some corner as lumber. In such cases, of course, the copy-books were blotted, and the writing as unlike the headline as possible. With increase of experience I am becoming more convinced that the most useful way the teacher can spend his time during the writing lesson is to devote himself entirely to its supervision. He should have a black-board in front of the class to illustrate the defects he observes while going from desk to desk, and from pupil to pupil. It is also desirable that he should write a word or a line occasionally in the copy-books, to show how to hold the pen, and to explain the proper proportions of the letters. All this would be quite sufficient to occupy him fully without engaging in the instruction of any other class. From a fourth to a tenth of the time set apart for the writing lesson is not unfrequently wasted in giving out the writing materials. The pupils as a rule continue to bring their own pens and ink, and this practice has its advantages, but it is exceptional to find the copy-books of each class in a neat case, and arranged in the order in which the pupils sit. Commonly, when the writing lesson is about to commence, the copy-books of the entire school, including those belonging to absentees, are produced, and a tedious search has to be made, the books being flung, with more or less dexterity, to their owners. Pens and ink are now so cheap that about one penny per quarter would be quite sufficient to keep each pupil well supplied; and in some schools, where there are energetic and methodical teachers, the plan is adopted; the desks are furnished with ink-bottles or ink-wells securely fastened; the pens are kept in small boxes, and can be readily given out when the lesson begins, and as quickly collected at its termination.

I beg again to repeat a suggestion which I made in last year's report, viz., to have an annual district exhibition of the copy-books, to award prizes to the best, and to publish a list of the successful.

Writing from Dictation.—In no subject has there been anything like the same amount of progress during the year as in writing from dictation. The total number of pupils examined in each of the years 1870 and 1871 was nearly the same, yet I find that 687 pupils were returned as able to write from dictation correctly, and 851 tolerably, for the latter year, against 640 and 694 for the former.

Grammar and Geography.—The amount of instruction in these subjects is becoming smaller each year, and the operation of the new system of examination will not tend to correct this state of things. The amount earned in the fifty schools which I examined for results towards the close of the year, under these two heads, did not amount to quite five per cent. of the entire. Perhaps this fairly represents their relative importance.

Needlework.—This subject is now taught in sixty schools, with much more useful results than formerly. The fact that strips of good calico, 36 inches by 12 inches, can now be had from the Education Office at a shilling a dozen, has removed the standing excuse that the children would not bring work of their own, and consequently there could be no proficiency. I have recently tested the skill of the pupils in this, as I would in any other subject, basing my judgment, not on the finished specimens they might be able to exhibit, but by those actually worked

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Appendix B. in my presence. The number able to sew and to knit fairly was less than one-third of the entire number found present, while the number able to cut out a simple article of dress was very small indeed.

Extra Branches:—

	Schools.	Number learning.	General Proficiency.
Singing,	22	1,227	Very fair.
Drawing,	4	147	Fair.
Agriculture,	6	50	Middling.
Mensuration,	10	54	Fair.
Geometry,	13	66	Middling.
Algebra,	11	83	Do.
Book-keeping,	12	72	Fair.
Trigonometry,	1	5	
Physical and Applied Science,	22	205	Fair.

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General observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

The year which has just closed will be memorable in the history of Irish National education, for the introduction of a modified system of payments for results in the ordinary subjects. The system has been many years in operation with reference to singing, drawing, and physical science, so that it was not wholly new to this country; yet the proposal was everywhere received by the teachers with something little short of execration. This was the more singular, as it was distinctly affirmed that no one could be worse off by its operation, but that most were likely to be greatly benefited. The opinions of the teachers, whose schools I inspected towards the close of the year in accordance with the new arrangements, were, without a single exception, completely changed when they saw the system in operation. My own opinion of it is entirely favourable. I never witnessed anything at former inspections like the intense interest the children manifested in the examination. They came out dressed in their best, and their conduct was marked with a gravity and a decorum highly creditable, and as if they were thoroughly impressed with the importance of the occasion. One effect will be to improve most decidedly the character of the attendance, another will be to do away with the necessity for the close supervision to which the schools were subjected, to see they were open at the proper hour, and not closed on too many days. The strongest argument of the teachers against the system is, that it must be unfair without compulsory attendance. This would be true were it a pure and simple system of results, but so long as there is a fixed salary, forming by far the most considerable portion of their income, the objection has not so much force. Besides, it is not right to regard the parents of the pupils as enemies. Another objection is, that the interval of one year is not sufficient to pass a pupil from one stage to another. I think the work can be done, but it will require more exertion than has hitherto been the rule. There is nothing in the new regulations to prevent a pupil, say in the second class, who is under seven years of age, being passed without individual examination as an infant. Next year he can be passed in the first class, and the following year in the second, having had three years to prepare for this last test. He is now under nine, and should be able to prepare the remaining details of the third-class programme in a year, except, perhaps, the arithmetic, and this, I think, could not well be mastered by a pupil under ten. Of course the young children must be carefully attended to in order to achieve such a rate of progress.

As mentioned in the preceding part of this report, I had time to

examine fifty schools for results before the close of the year, and the following is a summary of the details:—

TABLE I.

Average attendance in 50 schools,	2,083
Number of 90 days' attendants present,	1,717
Total number of passes,	4,259
Number of passes possible,	6,741
Per-centage of the former to the latter,	63
Total value of results,	£426 5s. 6d.
Average amount per school,	£8 10s. 6d.

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TABLE II.—Showing the per-centage of whole amount earned under the following headings:—

Infants,	30.2
Reading,	31.1
Spelling,	9.6
Writing,	19.4
Arithmetic,	14.6
Grammar,	2.6
Geography,	2.3

In an appendix I give the details for each school, should they be considered of sufficient importance to publish. From this it will be seen that the amount earned by each school varies greatly, ranging from £43 down to £1 17s. 6d., and I think affording a pretty accurate estimate of their relative values. The proportion between average attendance and number of 90 days' attendants would be higher, only that some schools, taught by second-class teachers, are included in the list, and in these cases, the teachers, knowing the money arrangements did not for the present apply to them, were not careful to secure a full attendance; and in others, the schools had been closed a considerable time owing to changes of teachers. The new system will have this as an incidental advantage, that the tendency to change from school to school will be checked. The per-centage of actual to possible passes is not high; however, the novelty of the programme, and the somewhat unusual mode of examination, certainly had a depressing influence which will not be felt in future. On examining the table showing the relative amount earned under each of the subjects of instruction, it will be perceived that reading brought in very nearly as much as writing and arithmetic combined. This is, as it should be, the most important subject, carrying with it its proportionate reward. Of the three important subjects, arithmetic was that in which least was earned, not because the fee affixed is unduly low, but because the instruction in it is not sufficiently thorough.

In order to get through the work of examination in any reasonable time, the Inspector is obliged to have several classes engaged simultaneously. Thus, while checking the examination roll, I have caused all the pupils able to write on paper to transcribe a sentence or two from their reading lesson; if the desk accommodation were insufficient, this arrangement could not be adopted, and great loss of time was the result. In the entire district there are seventeen schools in which the furniture is unsatisfactory; the inconvenience of this state of things is more noticeable now than formerly. The number of bad school-houses is diminishing year by year. In some cases, entirely new houses have been built with the Board's aid, to replace the unsuitable old ones, as at Tappa, Drumsheeny, Coranny, Cordoola, and Corravacan; in others, the house is enlarged or otherwise altered at the sole expense of the locality, or of the patron, as at Urcher, Knockconan, Castleblayney (infant), Docharmet, Ballybay (No. 2), and Barratistoppy. Additional

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instances of the former class can be referred to in the Annual Report for 1872, as building grants have been made to Ballybay, Ratoon, and Aghnaglave, though the works have not yet been commenced. The difficulty of procuring sites continues to be keenly felt. A conspicuous case is at Moys, on the road from Monaghan to Castleblayney, where often over 100 children are huddled together in a miserable cabin, originally constructed as a shelter for the workmen employed in the erection of St. Mary's Roman Catholic Church. The only available site is on the chapel ground, as the landlord declines giving the required accommodation, but through some flaw or defect in the title, a lease satisfactory to the law adviser of the Board cannot be made out, and thus the children in an extensive district are practically deprived of the advantages of education. There are four school-houses in the district returned as "secured by bond," but the security afforded must be very slender, as in every instance a substantial rent is paid by the teacher. The names of these schools are Kiltarf, Drumburry, Cornagane, and Lappan. It is a general subject of complaint that the scale of building grants is no longer sufficient to do what it purposes, viz., to cover two-thirds of the expense. The cost of labour has increased fully twenty per cent. since the scale was struck, and the result is that no contractor can now be had, at least in this part of the country, to undertake the erection of a school-house in accordance with the plans, unless such materials as stone, sand, and lime are left free on the ground *in addition* to the full cost as estimated by the Board of Works. There is a case in point at Corravacan, near Rockcorry.

There are 180 teachers in this district in 122 schools, instructing 5,745 pupils in average attendance, giving an average of nearly 32 to each teacher, and 47.5 to each school. Sixty of the teachers have been trained in Dublin, the remaining 120 having had no such advantage. It would be a mistake, however, to suppose that because they are not technically "trained," they have had no preparation for the duties of their office. Many of them have served an apprenticeship as paid monitors and assistants for five, six, and even seven years before being placed in the charge of schools, and to set down these as "untrained," because they have not spent five or six months in Dublin, is calculated to mislead. It is not necessary for the elementary teachers to be highly educated or deeply versed in the science of education. They require to know how to carry out practically the improved methods of instruction, and to be habituated to observe their time-table with unfailing regularity. Industry and energy are the two indispensable qualifications. Without industry in his calling, the most intelligent teacher may fail; and without energy, it is utterly impossible he could keep the pupils in a school actively and usefully employed during the school-hours. While energy is more or less a natural gift, industry is an acquired one. It is to the acquisition of the latter qualification, combined with method, that the training of elementary teachers should be chiefly turned.

The existing monitorial system affords a machinery which, with some expansion and modification, would, in my opinion, afford a means of usefully preparing teachers for their work. Certain approved schools, whose teachers by good service and respectable attainments have proved their fitness for the work, should have allowed to them an extra staff of monitors, on condition that the teachers undertook specially their instruction; a scheme of payment somewhat like that given to the monitors in model schools, with payments to the teachers on the results of their examination, sufficiently liberal to make it worth their while to devote sufficient time and care to the instruction of their monitors; such

a system would soon enable the Board to refuse their sanction to the appointment of any person to the charge of a school who had not been classified. A respectable examination in the fourth year of his service should entitle the monitor to a certificate of classification.

In the following table the results of the examination of the paid monitors in this district, held last July, are set forth:—

Name.	Date of Appointment.	Per cent. of Answering.		Amount of Gratuity, if any.
		Oral.	Written.	
Francis Carr,	March, 1868,	90	53	£ s. d. 2 10 0
John Carr,	March, 1868,	34	40	1 0 0
Michael Moyne,	May, 1868,	70	54	3 0 0
John Clarkin,	May, 1868,	50	60	1 10 0
Patrick Sherry,	May, 1868,	36	49	None.
Patrick Keenan,	July, 1868,	20	22	None.
William Donohue,	August, 1868,	48	50	2 0 0
Bernard Goodwin,	December, 1868,	54	55	2 0 0
Patrick Graham,	March, 1869,	33	33	None.
David Leaghena,	May, 1869,	43	53	1 0 0
James Farmer,	July, 1869,	44	53	1 0 0
Michael Conlon,	June, 1869,	53	63	1 10 0
Robert Elliott,	June, 1869,	45	51	1 0 0
Bernard Beagan,	August, 1869,	50	50	1 10 0
John Rafferty,	November, 1869,	45	60	1 0 0
Bernard Murray,	November, 1869,	48	49	1 0 0
John Maginn,	February, 1870,	57	60	1 0 0
Hugh Donlin,	May, 1870,	41	63	1 0 0
John Sheane,	September, 1870,	34	52	None.
Bernard McHinness,	November, 1870,	37	62	0 15 0
James McMahon,	November, 1870,	56	63	1 0 0
George Elliott,	November, 1870,	35	61	0 15 0
Lawrence Murray,	December, 1870,	43	48	None.
Michael Doherty,	December, 1870,	53	52	None.
James Quigley,	March, 1869,	67	44	1 0 0
Rose Clerkla,	October, 1869,	70	45	1 10 0
Sarah Kelly,	August, 1869,	70	64	1 10 0
Olivia Martin,	November, 1869,	33	27	None.
Mary Lavery,	February, 1870,	46	41	0 15 0
Margaret Rogers,	February, 1870,	55	33	None.
Anne McMullin,	March, 1870,	63	40	1 0 0
Bridget Connolly,	September, 1870,	70	47	1 0 0
James Heister,	January, 1871,	66	67	1 0 0
Margaret Brady,	January, 1871,	59	53	1 0 0

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Notes on the Examination of the Monitors.—In the subject of geography the instruction is almost entirely oral, and hence the proper names are frequently misspelled, and the monitors are rarely able to make the simplest sketch of the outlines of a country, or of the relative situation of its principal towns.

Monitors of the first and second year's standing express themselves very badly in answering questions on the lesson books. Very frequently they fail to understand the drift of the question. Thus, explain the phrase from the poem on "The Rainbow," in the Second Book, "The child is father of the man." One boy wrote that "Thoughts come into the child's head that are very difficult to answer;" another, "The instruction a child gets when it is young comes to a man when it gets old by the same instructions"—an explanation which is certainly hazy. Since I received charge of this district—now nearly seven years ago—twenty-nine monitors were advanced to the principalship or assistantship of a National school, eleven went to other occupations, two died, and one was dismissed for incompetency. It would thus appear that the monitorial staff in this district is only able to furnish an average of four teachers each year, while the vacancies are nearly three times as numerous.

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Notes from Examination of Teachers.—No teacher over thirty years of age attended the examination. It may be generally asserted that unless a teacher attains the position which may be had by examination before he is thirty, he has very little chance after that age.

The following table shows the number of failures in each subject and class:—

	MALES.					FEMALES.				
	C.		B.		A.	C.		B.		A.
	Prob.	IMP.	IMP.	IMP.	IMP.	Prob.	IMP.	IMP.	IMP.	IMP.
Number examined, . . .	14	4	11	5	1	15	3	—	1	1
Pennmanship,	—	—	—	—	—	—	—	—	—	—
Spelling,	3	—	3	2	1	2	—	—	—	—
Composition,	—	—	—	—	—	1	—	—	—	—
Grammar,	1	—	1	—	—	2	—	—	—	—
Geography,	1	—	2	—	—	1	—	—	—	—
Lesson Books,	2	—	2	—	—	6	—	—	—	—
Book-keeping,	2	—	2	—	—	—	—	—	—	—
Arithmetic,	1	—	1	—	—	2	—	—	—	—
Geometry,	3	—	3	—	—	—	—	—	—	—
Algebra,	—	—	3	—	—	—	—	—	—	—
Natural Philosophy,	—	—	5	2	—	—	—	—	—	—
Reasoning,	—	—	9	2	—	—	—	—	—	—
History,	—	—	2	—	—	—	—	—	—	—
Agriculture,	6	—	—	—	—	—	—	—	—	—

From the foregoing table it would appear that the female teachers came to examination much better prepared than the men. The difference was very marked in spelling. The exercise in this subject was, however, exceedingly difficult for the A. and B. paper, males, and it was not very surprising that nearly all the candidates for second class failed in it. Some of the answers in agriculture were very wild. In cases where teachers do not know a subject or question, it would be much better not to attempt to answer. This, however, is not the usual practice. Thus, one teacher wrote that "phosphate of lime goes off the farm in the form of vapour or smoke"; another, that bones are converted into phosphate of lime "by grinding"; a third thought this change was effected "by sprinkling them with green vitriol mixed with carbonate of lime." A good many of them do not know how to prepare for examination, they give themselves no practice in writing answers to questions, and hence are liable to make mistakes which they can only correct by writing out the answer on a fresh sheet. The instructions given by Dr. Joyce in his little work, "How to prepare for Civil Service Examination," are admirable, and the book should be in the hands of every teacher studying for promotion.

Proficiency of Pupils found in attendance at inspections made during the year.

General Observations as to proficiency of Pupils found in Attendance at Inspections made during the year.

District 19, Newry; Mr. Porter.—*Reading* (including oral spelling and explanation).—The proficiency in reading, as ascertained by examination for the Secondary Report No. 1, contrasts somewhat unfavourably with last year's, but is almost identical with that for the year before. I am unable to account for this falling off, the standard by which I estimated the proficiency not being any higher than before. "Able to read the First Book correctly," implies with me ability to read the fourth section of it; and no one is tabulated under that head of proficiency

who had mastered only three sections. No one was passed as "able to read the Second Book correctly," who could not read lessons from page 82 forward, or as "able to read the Third Book with ease and intelligence," who failed in the more difficult lessons of that book. It is discouraging to find so few able to read the higher books, while so many as twenty-seven per cent. of the entire number examined are over eleven years of age, at which time, according to the new programme, pupils should be prepared to pass in the fifth class. To what extent this is attainable remains to be seen, but if it can be effected by the means now in operation, they have been employed not a day too soon. Something more might be done to improve the style of reading, and to correct faults of pronunciation, which in many places flourish with unabated vigour. The existence of these is always charged to the account of home influences; but, as has been remarked of like faults in schools elsewhere, if home influences be so strong, school influences ought not to be without effect. Explanation is receiving more attention than formerly. I find the pupils more familiar with the meanings of the words and phrases, and to some extent also with the subject-matter of their lessons than they used to be. There is still, however, much room for improvement in this respect. Explanation of and examination on the lessons appear to be taken up incidentally, and to be hurried over as if they were of little importance. The questions proposed are often ill framed—neither requiring nor eliciting thoughtful answers—and being for the most part given to the class collectively, are caught up and answered by one or two of the clever pupils.

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Proficiency of Pupils found in attendance at inspections made during the year.

Spelling is fairly attended to. One very common cause of failure in oral spelling is the hurried manner of naming the letters which the pupils have acquired, and their neglect to arrange them in syllables.

Arithmetic.—I find no marked improvement in arithmetic, at the same time no falling off to record—the number of pupils learning, and the per-centages under the several heads of proficiency, being almost the same as those of last year. I have observed that a large proportion of the failures in the higher classes arose from the want of skill and exactness in the operations involved in the compound rules and reduction. Teachers would do well to make themselves familiar with and endeavour to profit by what is said in Joyce's "Hand Book on School Management" on the teaching of arithmetic.

Writing.—In some schools writing is taught with marked success, very well in many, and gradually the number of those in which it is badly taught is decreasing. Pupils of five schools in this district obtained prizes for writing from Mr. Foster last year; among which was one of the two £5 prizes, the highest obtainable. With the excellent copy-books and writing examples now in use there should be no bad writing in schools, and there would be little if reasonable supervision were exercised over the pupils while at work—especially over the beginners. In one series of copy-books, which passes current under the imprimatur of the Commissioners, there are head-lines which might with advantage be revised, or struck out. Such for example as:—

"Uranus is the most distant of the planets."

"Illyria is a province between Syria and Lombardy."

Dictation.—Under the higher head of proficiency I find an improvement over last year of about three per cent. There is no change under the other.

Grammar.—I have not found the knowledge of grammar increasing. Third-class pupils generally are able to distinguish the parts of speech

Proficiency of Pupils found in attendance at inspections made during the year. in easy sentences, and to give the definitions of them; but, taken out of the common track, and required to explain their answers, they very often break down, and show that their knowledge is mainly superficial. In most schools there are at least one or two pupils who have acquired some knowledge of syntactical parsing. A text-book of simpler arrangement than those in common use is much wanted. A pupil using Sullivan's "Attempt to Simplify English Grammar" must travel over 100 pages of it to learn the definition of the parts of speech.

Geography.—The map of Ireland is generally well known in the third class, and not uncommonly the fourth class are prepared on that of England. Second-class children know a few places on the map of the world, but for the most part they are ill prepared on it, and their indifferent answering shows that they have not been properly taught. One great and very common fault in all the classes is the neglect to use the maps in connexion with the lesson books.

Needlework.—Late arrangements, by which schools can be supplied with calico of a superior quality, and in small quantities, have done much to increase the number of girls learning to sew, and to bring about a higher degree of proficiency in plain sewing. The female teachers and workmistresses are everywhere more alive to the importance of the subject, and are giving more attention to it.

Extra Branches:—

	Schools.	Number learn.	General Proficiency.
Singing,	9	329	Fair.
Drawing,	5	64	Middling.
Agriculture,	2	19	Fair.
Mensuration,	25	40	Do.
Geometry,	16	30	Middling.
Algebra,	6	50	Fair.
Book-keeping,	12	27	Do.
Navigation,	1	1	Do.

Condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

General Observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

The introduction of the plan of payment for results, although as yet only partially applied to the schools, is the most important educational event of the past year. It is too short a time at work, and the area of its operations is too limited, to warrant definite general conclusions as to its effect in increasing the efficiency of the schools, or in augmenting the income of the teachers. The following figures, derived from the results of my examinations during the last two months of the year, may be interesting for comparison. The schools examined were those of teachers of the lowest grades—third-class teachers and probationers.

The average amount earned per school I find is £5 8s.—the highest being £13 4s. 6d., and the lowest £2 6s. 6d.; and the average per pupil in average daily attendance is 2s. 4½d.

The following table shows the average amount earned by each pupil qualified by attendance and examined in each class, with the centesimal proportion which it bears to the amount attainable:—

	Amount earned per Pupil.	Amount attainable.	Percentage.
Infants,	s. d.	s.	
I. Class,	4 7	5	91.9
II. "	1 11½	6	38
III. "	3 5	8	42.7
IV. "	4 0½	0	45
IV. "	5 10	10	58.3

The teachers do not disguise the distrust with which they contemplate the system, and if they do not express so much hostility to it as they

did when it was first projected, it is because they see it is inevitable. *Appendix D.* They cannot satisfy themselves of the possibility of having year by year such a number of pupils prepared to pass from one class to another as will compensate for the proposed modification of their salaries and at the same time secure the increase of income which they have been looking for. No doubt their fears are exaggerated, but I would not say they are wholly groundless. The range of subjects comprehended within the scope of the programme is very extensive, and it may be doubted whether, with the kind of attendance which the pupils give, it can be mastered in five years. The general feeling is that it cannot, and that it should be expanded to a course of not less than six years. If the pupils attended more regularly the difficulty would not be so much felt, but as there is no reason for expecting an immediate improvement in the character of their attendance, it is the more important that the short time they spend at school should be economized and turned to the best account. The causes of irregular attendance for the most part lie beyond the teachers' influence, and cannot be removed by them, but the economizing of school time is entirely in their own hands, and to it their most earnest attention should be devoted. By precept and example they can promote and encourage the punctual morning attendance of their pupils. It is an almost universal complaint that children come to school late, and thus prevent the work beginning at the proper time. A teacher seriously determined to remedy this evil need not fail to do so.

Condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

Another cause of waste of time, and the most important of all, is defective organization, the bad effects of which are most apparent in the lower classes, among the junior pupils, who, being least able to help themselves, are the greatest sufferers from it. The vital principle of every system of organization, that every child should be constantly and profitably employed during the whole school hours, is very much lost sight of even by teachers who take a great deal of trouble with their pupils, and are themselves all day long constantly and actively employed. The waste of time from this cause, which in the lower classes is often great, might be prevented by the exercise of a little skill and forethought on the part of the teachers.

The difficulties arising from overcrowding, and the want of sufficient or of proper furniture, are not so easily overcome by them, as the remedy does not lie so immediately in their own hands. But here, I think, the Commissioners should come to their assistance, and firmly insist on Managers doing their duty.

Saturday, although nominally set apart for religious instruction, is in a large proportion of schools a *dies non*—the pupils do not attend—being neither required nor expected to do so. In cases where they are not wanted for religious instruction, they might be assembled for half the day for secular instruction, and in this way at least two hours a week would be gained.

Vacations are unnecessarily long. A summer or autumn vacation running to four or five weeks is not uncommon. The ordinary vacation at Christmas is two, sometimes three weeks, and this too at a season when the schools are well filled. Some teachers very wisely close for only two days at Christmas; they are, however, exceptions to the general rule. The Easter vacation is from ten days to a fortnight—in some cases it extends to three weeks—why, it is impossible to say. From a week to a fortnight more may be added for fair days, holidays, and other occasions on which schools are incidentally or regularly closed. Teachers will find it their interest to shorten vacations as much as possible.

Appendix D. They have a large amount of work before them and the time for doing it is not so long that it can be squandered with impunity. Besides there is an apparent inconsistency in closing for so many weeks every year schools intended for children against whom it is a main ground of complaint that they do not enter them oftener when open.

Proficiency of Pupils found in attendance at inspections made during the year. *General Observations as to Proficiency of Pupils found in Attendance at Inspections made during the year.*

District 30, Ballina; Mr. Purser.—*Reading* (including oral spelling and explanation).—The proficiency in this subject is pretty fair, when looked at from one point of view. Of the pupils examined 26 per cent. passed in First Book, 24 per cent. in Second, and 15 per cent. in Third or higher. As 25 per cent. of the pupils were mere infants under 7 years of age, and should therefore not be taken into account, there remain only 10 per cent. who failed to read any book—a not very large percentage considering the irregular attendance which is usual in this district. I find, however, that the reading books are seldom read through; the first half of the book will probably have been read three or four times before the pupils are put into the second half, and they, consequently knowing the earlier lessons almost by rote, will read or repeat them fluently, but are, or declare themselves to be quite incapable of reading the latter portions—thus showing an absence of *real* proficiency, which of course consists in making at least a fair attempt at reading a moderately easy passage at sight. Oral spelling and explanation do not, I think, receive sufficient attention in most of the schools.

Arithmetic.—This is a favourite subject, and to it a large portion of the school time is devoted, but the proficiency in it is rather mechanical than intellectual, owing to the teaching being generally of the same description. Very few schools, however, fail to show a fair dexterity in working sums in the compound rules; and where the attendance of the senior pupils is any way regular, a satisfactory per-centage generally solve questions in simple proportion, practice, and the higher rules.

The proficiency of the boys in this subject is much higher than that of the girls—the passes in notation, subtraction, compound rules and proportion being for the boys 47, 59, 26 and 16 per cent. respectively; for the girls 35, 46, 15 and 6 per cent. This difference is partly accounted for by the fact that the girls leave school at an earlier age than the boys.

Pennmanship.—With few exceptions this subject is well and carefully taught, and the large per-centage of passes (72, of which more than eighteen and a half write *well*), shows that the teaching is productive of good results. The copybooks are generally clean and neat, and it is only in the neglect to correct mistakes in the spelling of the copies that there is any fault to find. The more general use of Mr. Vere Foster's copybooks is tending to make heavy coarse writing less common.

Writing from Dictation.—The proficiency in dictation is only middling. There appear to me to be three faults in teaching this branch. First—the pupils are set to write from dictation without having previously gone through some introductory exercise—such as copying sentences from their reading books. Secondly—no care is taken to make the children learn the orthography of the words they misspell. Thirdly (and what is closely connected with the last)—the exercise is never written on paper. The requirements of the new programme will, I believe, make a decided change for the better in these points.

Grammar.—Only a few pupils pass beyond learning the parts of

speech, which are passably known (not indeed with any great certainty) by about one-third of those examined in this subject. Eighty-five (85) pupils from twenty-eight schools were able to parse an easy sentence; of these thirty-seven, or nearly one-half, belonged to only four schools.

Geography.—The proficiency of the pupils in pointing out places on the maps is fair, but owing to want of proper explanation of the maps, these are to the pupils generally no more than large sheets of mounted paper with black lines marked over them—in fact sorts of puzzles to be solved by the aid of memory. In about a dozen schools the Board's text-books on geography are used. Of the twenty-nine pupils who passed in the "General Course," twenty-one belonged to three schools.

Needlework.—The teaching of this branch is attended with success. Most of the pupils learn knitting at home, but sewing in the school. In a good many cases where there are female teachers needlework has however been neglected, on the plea that the children do not bring materials for needlework with them.

Extra Branches:—

	Schools.	Number learning.	General Proficiency.
Stating,	6	275	Fair.
Agriculture,	8*	69	6 schools fair, 2 elementary.
Mensuration,	8	39	Half fair, half elementary.
Geometry,	11	25	Mostly elementary.
Algebra,	8	24	One-third fair, rest elementary.
Bookkeeping,	10	35	Fair.
Navigation,	1	3	Nominal.

General Observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

There appears to be very little interest taken in education in this district, either by the poorer classes, for whom the National schools mainly exist, or by the gentry and landowners. In many cases the teachers have to pay a heavy rent for their very indifferent school-houses; and the burden of providing all sorts of apparatus, as well as "sale stock" for the pupils, is mainly thrown upon them—the Managers of the schools declaring it impossible to raise any local funds for these purposes. I am glad to be able to report that, owing to the Commissioners' letters on the subject, several teachers have been relieved of the payment of rent during the past year.

In consequence of the smallness of the salaries of the teachers, many of them find it very difficult to spare the money required for ordering a supply of "sale stock," and are quite unable to order one large enough to admit of their receiving the twenty-five per cent. discount; and this, besides producing usually a want of requisites, and consequently of proficiency, causes a diminution of their small salaries.

More than half the teachers employed are not only untrained, but are either third class, or probationary teachers. The above, together with the very irregular attendance of the pupils, are the principal causes of the unsatisfactory state of education in these parts.

The new system of Payment by Results is, I believe, becoming more popular among the teachers here according as they begin to understand it better. Some points in the present regulations they consider will be very much against them. First—the requiring ninety attendances in the year, in order to entitle them to a results' fee. This is a very high number to expect from country schools, and especially from pupils in the

* Among these are included only those schools in which the Agricultural Class Books form part of the regular school course.

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higher classes, as they can be spared from farm labour for only a few months in the year. Secondly—the allowing only such pupils to be entered on the examination roll as were on the class rolls at the end of the previous month. Owing to this regulation any schools examined in June or July, November or December, would be at a considerable disadvantage as the numbers on rolls at the end of the previous months are always comparatively small.

I find that the teachers generally complain of the following matters:—(1) the smallness of their class salaries, particularly in the lower grades; (2) the difficulty of obtaining promotion; (3) the small encouragement given to have their schools in a satisfactory state; (4) the impossibility, or at least great difficulty, of getting trained; and (5) the insecurity of tenure of their situations. With reference to the second and third points I would beg to make the following observations. Of the seven teachers in this district who are in receipt of good service salary, four are classed only first division of third-class; they are married men, and of course no longer young; three of them are not of strong constitution, and two of them have school farms under the Board. In view of such cases I would suggest that a step in promotion be granted to each teacher in receipt of good service salary on his obtaining an increase of this supplemental salary owing to length of service; that promotion without a preliminary examination be also occasionally allowed to other teachers, whose schools may be in a very satisfactory condition; and that the number of teachers receiving good service salary be increased as a further encouragement to others.

There are four vested schools in this district, which, being under lay management, are opposed by the Roman Catholic clergy, and are thereby rendered much less useful than they would otherwise be. Owing to this cause Fishing Station National school has been inoperative almost from the day of its establishment; Ballymonnelly and the two Garracloon schools have not half the attendants they would have under more favourable circumstances. As the patrons of these three last mentioned schools are the only gentlemen who subscribe at all liberally towards the support of any National school in this district, the continued opposition to their schools seems a great hardship to all parties concerned—patrons, teachers, and people.

Proficiency
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General Observations as to proficiency of Pupils found in Attendance at Inspections made during the year.

District 21, Swinford; Mr. M'Callum.—*Reading* (including oral spelling and explanation).—This subject continues to receive that attention which its importance merits, and if the instruction given in it be not, in every case, of the highest quality, it is, nevertheless, as a general rule, as good as could well be expected, and is very considerable in quantity.

Of 9,254 pupils examined—

2,679 or 27·8 per cent.	were able to read First Book correctly.
2,334 or 24·1	" " Second
1,350 or 21·1	" " Third or higher Books.
6,768	75

Oral spelling, including phrase spelling, is well taught.

Explanation is not sufficiently attended to, except in comparatively few schools. The pupils generally know the meaning of the individual words occurring in their lessons, but fail to satisfy an examiner as to whether they comprehend the drift of what they read.

Arithmetic.—Of 6,006 pupils examined—

3,105 or 51·7 per cent.	could write millions.
4,047 or 67·3	“ could work simple subtraction.
1,661 or 27·6	“ could work compound division.
784 or 13·	“ could work proportion or practice.

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Proficiency of Pupils found in attendance at inspections made during the year.

During the past year I have, at every inspection, examined the senior pupils in addition of money, and the juniors in mental addition and subtraction, and have insisted on the teachers giving proper instruction in these important parts of arithmetic. The result is that in almost all the schools the third and higher classes can cast up with expertness and accuracy sums in compound addition, varying from seven to twelve addends, according to class. The junior pupils, however, except in the good schools, have not exhibited a corresponding degree of proficiency.

On the whole, this subject, which is considered as subordinate in point of importance to reading, writing, and spelling, receives considerable attention, and the average proficiency is, at least, respectable.

The answering as a general rule is better in the schools conducted by male than in those conducted by female teachers.

Pennmanship.—Pennmanship continues to be carefully attended to in almost all the schools in the district, and the results attained are, on the whole, satisfactory.

Of 5,503 pupils examined—

2,978 or 54·1 per cent.	could write fairly.
957 or 17·4	“ could write well.
3,935	71·5

Writing from Dictation is, perhaps, more successfully taught than any other subject in the school programme. Of 2,391 pupils examined 783 (32·8 per cent.) were able to write with tolerable accuracy, and 1,031 (43·1 per cent.) with ease and correctness a passage from the Third Book, such as :—“ Bears are fond of honey, and often seek for it in trees, of which they are excellent climbers, in spite of their awkward appearance. The bear is not naturally a fierce animal, but becomes a very formidable adversary when attacked, or when deprived of its young.”

I am of opinion that sufficient prominence is not given to dictation and spelling in the results' programme, and fear that the proficiency will not be so high in future as it has hitherto been, unless a much larger fee be given for each pass than is at present offered.

Grammar.—Grammar has been taught during the year with a fair amount of success in the good schools, and with no practical result in the others.

Of 2,413 pupils examined—

1,095 or 45·4 per cent.	could distinguish the parts of speech.
356 or 14·8	“ could parse syntactically.
1,453	60·2

In this table I have taken into account only the third and higher classes, as second-class pupils were not expected or required to be able to distinguish more than three parts of speech—article, noun, and adjective.

Geography.—Less attention is paid to geography than to any other subject taught in the schools, and, as might be expected, the proficiency bears a direct proportion to the attention paid.

The schools, comparatively empty during the rest of the year, are so overcrowded in the winter months, that many of the teachers find themselves unable to give proper instruction in geography. They, accordingly, either omit it altogether for the time, or at best attempt no more than

Appendix D. hearing the pupils repeat by rote their lessons from the text-book, without any exercise on the maps. And, as it was chiefly during these months that I examined for the Secondary No. 1 form of report, the following numbers do not fairly represent the proficiency in this subject.

Of 5,349 pupils examined—

1,231 or 23.0 per cent. were acquainted with the map of the World.
618 or 11.7 " " maps of Europe and Ireland.
83 or 1.2 " " general course of Geography.
1922 35.9

Needlework—I can report very favourably of the progress made during the year in this branch of instruction. Plain sewing and knitting are taught with considerable success in almost all the female and mixed schools, while in the towns and in the good country schools the proficiency is very creditable. Fancy-work is taught in the convent and several large female schools.

I was agreeably surprised at the excellence of the work executed by a large proportion of the monitresses at the last annual examination. I had no idea that so many of these girls could work so neatly and expeditiously as they did. I believe that the practice of requiring the teachers and monitresses who attend the examinations to execute specimens of needlework, &c., in the presence of the Inspector, will be attended with beneficial results.

Extra Branches :—

	Schools.	Number learning.	General Proficiency.
Singing,	4	458	Creditable on the whole.
Dancing,	1	70	Creditable.
Agriculture,	37	509	Cannot say.
Mensuration,	12	22	These subjects are only nominally taught in even the best schools in the District.
Geometry,	17	41	
Algebra,	10	21	
Book-keeping,	3	6	

Condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

General Observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

I am still in a position to report favourably of the state of National Education in this district, and to say that the general prospects are very encouraging. The highly-classed teachers continue to discharge their duties with zeal and efficiency, while the younger teachers are steadily improving as school-keepers, and evince an anxiety to promote the usefulness of their schools, and to carry out carefully the various suggestions left for their guidance. Of course, there are a few who are incorrigible, and a few who ought to be superannuated; but, as a body, the teachers are doing good, earnest work, and an opportunity of obtaining an excellent primary education is afforded in almost every part of the district.

Four new schools have been added during the year, and are attended chiefly by children who have not hitherto had an opportunity of attending a National school. Seven new houses—four of them intended for double schools—are at present in course of erection, and eight or ten others are in contemplation. It is more than probable, therefore, that in a few years the district will be fully supplied with schools, and that the old *hedge* or *adventure* schools, of which a few are still to be found, will have entirely disappeared.

I regret to say that although many of the Managers display praiseworthy zeal in the erection of new houses, and the improvement of existing ones, they are not always careful to select efficient teachers, or persons who are likely to become such. This is the more reprehensible, as there is no scarcity of well-qualified candidates for every vacancy that

occurs. If, as has been frequently suggested, the probationary grade were abolished, inefficient or unqualified persons could no longer be appointed, and it is needless to say that this would be a great advantage to the public.

I do not feel called upon to offer any suggestions for increasing the efficiency of the schools, as the system of payment by results has been introduced, and I have not had sufficient experience of its working to criticise it either favourably or otherwise. I think, however, that the following modifications in the new programme would be desirable:—

1. That repetition of poetry from the Second Book be not required from children in the first class.

2. That the second class be not required to write from dictation, either on paper or slates.

3. That ability to work all the compound rules and reduction of money be the requirements in arithmetic for third class.

4. That a fee of *two shillings* be paid for each pass in dictation in the third and higher classes.

5. That ability to work expertly and accurately questions in simple proportion, practice, and either compound proportion or simple interest, be the requirements in arithmetic for boys in fourth class.

6. That in order to obtain any fee for the teacher, a child must pass in at least three of the four essential subjects—reading, writing, spelling, and arithmetic.

7. That some arrangement be made for rewarding such teachers as give an education of a higher kind than that required for a mere pass. If this be not attended to there is great danger of the instruction given in all the schools being reduced to a dead level of mediocrity.

General Observations as to proficiency of Pupils found in Attendance at Inspections made during the year.

District 22, Boyle; Mr. J. W. Rodgers.—*Reading* (including oral spelling and explanation)—as hitherto, has received a good deal of attention. There are few schools in which it is not fairly taught. Teachers are becoming more alive to the necessity for advancing the children as speedily as possible to the senior classes, and inducing them to remain there till they are able to read the advanced class books at least fluently. Considerable improvement has been effected during the year, the per-centage of those who have mastered the First Book having risen from 25.8 in 1870 to 31.4 in 1871, and that of pupils able to read the Third or higher books having increased from 11 to 19.5. Oral spelling is fairly attended to, but the knowledge of the subject matter of the class books which has been attained is not satisfactory. And yet if it is important, as all are willing to admit, that children should be able to read, it is little if at all less important that they should be able to remember what they read. Teachers do not generally regard the matter from this point of view. On the contrary, it would appear in cases not a few from the answering of their pupils, and from their own answering, as well as that of their monitors at the annual examinations, that a knowledge of the lesson books is regarded by them as a very trifling acquirement, and not worthy to be compared for a moment with a knowledge of arithmetic, or even grammar or geography. It is to be hoped that this delusion will gradually disappear under the enlightening influence of the new programme, which requires, in order to qualify for a pass in reading, not only the power to pronounce fluently and intelligibly the words of a given passage, but a knowledge of the text-book as well.

Arithmetic.—There does not appear to have been any improvement effected during the year in arithmetic, but the schools as regards this

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branch are at least holding their ground. The per-centage of those able to work exercises in proportion or practice is 19·8, a result almost identical with the corresponding return for 1870, and somewhat in advance of that for all Ireland for the same year, which is set down in the Board's report as 13·1. Greater facility in solving the slate exercises is still desirable. In order to attain this end, teachers would require to insist on the tables being committed to memory more thoroughly, and to revise frequently the rules which have been passed over, particularly the simple rules in which mistakes are so often made. In addition to the daily lesson on the floor, the necessity for which is now recognised, ample time should be given to the children for practice in their seats. Each one of them should be supplied with a text-book, and the supervision should be so active that no one could get off for a single day without having performed a reasonable share of honest work.

Penmanship.—The writing of the pupils is not yet all that can be desired. There is perhaps greater uniformity than there used to be, owing to the use of Mr. Foster's copy books; but I have still to complain that the supervision exercised is not sufficiently active, and that there is often a want of taste and neatness in the formation of the letters. There is perhaps no other branch in the school course which, if carefully attended to, would secure for the teachers so large a share of popular favour. For this reason, therefore, apart from others which are more obvious, it is to be regretted that they do not exert themselves to produce higher results.

Writing from Dictation.—This branch continues to be carefully taught. The per-centage of those able to write with correct spelling is higher for 1871 than for the previous year. The practice of transcribing from the reading books, which has been recently made compulsory in all the schools, is likely to improve the writing from dictation. It may improve both the penmanship and the spelling at the same time.

Grammar.—Grammar is fairly taught in a good many schools. Of 3,898 children examined, nearly 15 per cent. were able to parse syntactically. A good many of these, however, would not have been able to detect ordinary grammatical errors.

Geography.—The results under this head, as exhibited in my proficiency table for the past year, are very similar to the corresponding returns for 1870. In many of the schools the subject is taught skilfully and well, the children being able to answer promptly and with accuracy on the course prescribed for the classes to which they belong. Under the new arrangements instruction in this branch will be confined to the Third and higher classes.

Needlework.—In some of the schools plain sewing and knitting are taught in a way that leaves little to be desired. There is occasionally a scarcity of materials, but I find that parents are usually willing enough to intrust the making of articles of dress to teachers who are known to be good needlewomen, and who are careful to see that the work is executed properly. One of the Managers, in addition to various other materials, supplies coarse linen for shirts. I am informed that the shirts, when made up, find a ready sale in the neighbourhood at the price paid for the linen in the shop.

Extra Branches:—

	Schools.	Number learning.	General Proficiency.
Singing.	5	307	Fair.
Drawing.	1	12	Tolerable.
Agriculture.	9	108	Pretty fair.
Mensuration.	21	73	} Tolerable.
Geometry.	26	69	
Algebra.	23	55	
Bookkeeping.	14	46	

General Observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

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The results' principle of payment—so much objected to in some quarters, but now in operation—has been accepted graciously enough as an experiment. A change from the known to the unknown is seldom relished at first, but the experience of a few weeks has already proved that the hard-working and conscientious teacher has no reason to be alarmed by an arrangement which makes his pay from the State depend to some extent on his own exertions. The average attendance per school in this district is 52, and I have examined numerous schools recently with a smaller average—in some cases much smaller—conducted by third-class teachers, in which the results' fees have varied from £8 to £11 10s. It is to be regretted that the Commissioners have not been supplied with funds sufficient to pay the results' fees in full, but when this difficulty is got rid of, sums such as I have named will form substantial additions to the proposed class salaries. This particular kind of payment besides is likely to have an important influence on education in the country, as teachers will be stimulated by the hope of reward which it holds out to exert themselves for the advancement of their pupils.

Among the special gratuities to teachers which it has been proposed to abolish are those for the training of paid monitors. I am of opinion that the discontinuance of those gratuities will be attended with a great deal of mischief. Nearly all the new teachers in this district are selected now from the staff of paid monitors. When carefully taught, as many of them are under the old arrangements, these young persons have no difficulty as a rule, at the end of their term of service, in obtaining the highest division of third class. The answering of some of them when examined for classification is particularly high. Thus, at the examination of last year, one answered 61 per cent. of the questions proposed, another 64, a third 70, and a fourth 72. No such results need be hoped for if the special payments for instructing them be withdrawn, or reduced in amount. I strongly recommend, therefore, that this particular class of gratuities be continued as heretofore.

I have to mention that three new school-houses containing six rooms for separate departments, all of an excellent character, have been erected or opened during the year. The accommodation provided for Bishop Hodson's Grammar School, which was recently placed under the Board by the Governors, is also of a superior character, with rooms for the teachers attached. It is worthy of record that the local endowment connected with this institution, and set apart for the teachers' support, amounts to the handsome sum of £100 per annum.

Notwithstanding the hard things which have been said elsewhere of the present National non-sectarian system of education, no hostility is manifested to it throughout this entire district so far as attendance in the schools is concerned. It must be gratifying to the Commissioners to know that, on the contrary, it holds almost undisputed possession of the country. If there is dissatisfaction in some quarters it has not led, so far as I am aware, to the withdrawal of a single child from any school, or to the relinquishment of the Board's grants by any Manager. Pupils are more numerous than they were some years ago. New schools continue to be established from time to time, and old ones continue to be maintained on the old principles of justice and fair play, their chief means of support being endowment from the State. Protestants are becoming more friendly by degrees, and learning to value a system which affords ample protection to minorities, and throws open the door of know-

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Proficiency of Pupils found in attendance at inspections made during the year.

ledge to all without distinction of class or creed. Some of the Roman Catholic clergy avow their partiality for a system purely denominational, under which they would have power as Managers to communicate secular knowledge through a religious medium, and to introduce religious books and emblems at all hours of the day. Be the course, however, what it may which the Roman Catholics here, whether clergy or laity, shall see fit to take in the future, they rank at present among the most useful supporters of the National schools, as they supply most of the managers and the great bulk of the pupils.

General Observations as to proficiency of Pupils found in Attendance at Inspections made during the year.

District 23, Cavan; Mr. Healy.—*Reading* (including oral spelling and explanation).—In reading the following were the results:—

Able to read First Book,	32.6 per cent.
" Second Book,	19.7 "
" Third or higher Books,	13. "

The teachers in this, as in other districts, make the great mistake of giving their pupils too little practice in this important branch; while, at the same time they keep them quite too long in the earlier portions of the different Lesson Books, the consequence of which is, that the so-called reading lesson degenerates into a mere rote exercise. In the earlier stages of reading children should be made to read their lessons backwards, so as to enable them to know words at sight, as they do the letters of the alphabet. Inspectors and other educationists have unwittingly aided in maintaining, if, indeed, not propagating, this great evil of undue delay in the earlier Lesson Books, by their precept to teachers—viz., that pupils should be made to thoroughly master each lesson before proceeding to the next. Unfortunately, this precept has had the most baneful effect, and has, I feel satisfied, been the direct cause of leaving tens of thousands of the people of the present day unable to enjoy the pleasure and advantage which the reading of a good book affords. The precept is, of course, intended to secure due prominence to explanation; but, so far as my experience enables me to form an opinion, its effect, as exemplified in our schools, is simply this—that neither explanation nor the mechanical difficulties of reading are mastered. Explanation, judiciously imparted, is of vital importance, being to reading what theory is to practical arithmetic; but we certainly err against nature in attempting much of either with young children.

When the mechanical difficulties of reading have been fairly overcome, explanation should get that close attention which its great importance demands; but to keep young children, whoseceptive faculties are still in embryo, days—nay, sometimes weeks—in a lesson, in order, as it is called, to master it, is surely as philosophically unsound as it has proved practically injurious.

Arithmetic.—Of the 3,028 pupils examined in arithmetic—

32.1 per cent.	noted to millions.
48.8 "	did simple subtraction.
24.1 "	division of money.
13.2 "	proportion or practice.

One-third only of the pupils examined on this branch had attained to third or higher class; however, when viewed in connexion with classification, the results cannot be considered other than very fair. On the other hand, if the age, time at school, period in respective class, be considered, the results are rather disheartening. The tables, simple rules,

and reduction, here, as elsewhere, do not receive that attention which their great importance demands. *Appendix D.*

Pennmanship.—Writing, as a whole, very fair.

One-half of the total number examined wrote on paper, and of that number—

62·6 per cent. wrote fairly.
17·1 " with ease and freedom.

Proficiency of Pupils found in attendance at inspections made during the year.

Writing from Dictation.—The number examined on this branch consisted of third and fourth class pupils only. The results were very fair.

Of the 1,110 pupils examined—

47·7 per cent. wrote a passage with tolerable accuracy.
21·3 " " " ease and correctness.

Grammar and Geography.—The knowledge of grammar and geography was both superficial and elementary. The teachers told me—and I have every reason to believe their statements—that the managers, as a rule, and the parents nearly universally, are opposed to much attention being given to those branches.

Needlework.—This branch is taught in 62 schools. The total number examined was 1,006; and of these—

361 or 35·8 per cent. were able to sew more or less neatly.
43·3 or 43· " " knit a stocking.
54 or 5·3 " " cut-out.

It is greatly to be regretted that mending does not receive due attention. Unfortunately, our female teachers, as a body, do not take a proper view of the duties they owe to society, and for which they are mainly employed—viz., the training of the girls committed to their charge in matters pertaining to domestic life. It is highly desirable, no doubt, to give females a proper literary training; but, after all, it is the thrifty, tidy, industrious mother—the mother that acts on the proverb, *that one day's mending is worth two days' making*—that is needed to make the homes of the humble comfortable. Much of the poverty of Ireland may be attributed to neglect of thrifty habits. To cure this defect, no better agency could be devised than properly conducted female schools; as yet, however, our female schools are far behind what they should be, in point of order, tidiness, and cleanliness.

Extra Branches:—

	Schools.	Number learning.	General Proficiency.
Singing,	6	481	Fair.
Agriculture,	4	23	Not examined.
Measurement, . . .	10	16	Fair.
Geometry,	9	15	Do.
Algebra,	5	5	Middling.
Book-keeping, . . .	3	5	Do.

General Observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

Schools.—The number of schools of all classes in the district is 129; of these, 123 are ordinary rural and village schools, which are very fairly distributed to meet the wants of the several localities. In some places the schools are too numerous, which I consider a great evil, being calculated to lower and narrow rather than advance education.

Teachers.—Of 122 principal teachers in the Board's service, on 31st

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Appendix D December, 1871, 67 were males, and 55 females. The classification of the staff was as follows:—

Condition and prospects of National Education in the District.	the staff was as follows :—			
		Males.	Females.	Total.
First Class,	. . .	1	5	6
Second „	. . .	16	13	29
Third „	. . .	47	31	78
Probationers,	. . .	3	6	9

Thus it may be seen that 87 schools are in charge of teachers of the lowest grade; and, when it is added that 44 teachers only of the entire staff have been trained, it becomes plain that a high standard of proficiency cannot reasonably be expected to exist in the schools. It is only just, however, to observe that the proficiency is, as a whole, higher, perhaps, than might be expected, if the humble attainments of the teachers, combined with the very general absence of training, be duly weighed. It is only due to the teachers to state that I find them both earnest and docile; if higher results are not attained, it is not owing, I believe, to any shirking of duty on their part, but to the causes assigned.

Female teachers are, I regret, beginning to be more commonly appointed than formerly to the charge of mixed schools—that is, to schools attended by both sexes. This I consider a decidedly retrograde step; but I trust it is only of a temporary character, and that it will cease as soon as the condition of the teachers is put on a more satisfactory footing. Highly classed and trained female teachers are, it is true, among the most efficient we have; but the lower classed are most inefficient, and more especially so in teaching arithmetic, as will appear from the subjoined table, carefully drawn up from notings of secondary one inspection of 97 schools under classed teachers.

Comparative results in reading, writing, and arithmetic, in their most advanced stages, in schools conducted by male and female teachers respectively:—

	Under First Class Teachers.		Under Second Class Teachers.		Under Third Class Teachers.	
	M.	F.	M.	F.	M.	F.
Reading:						
Per cent. able to read Third or higher Lesson Books,	—*	24.5	15.3	13	12	10.7
Writing:						
Per cent. able to write with ease and freedom,	—*	25	18	15	15.4	16
Arithmetic:						
Per cent. able to do proportion or practice,	—*	28	16	8.5	14.2	2.9

From the foregoing it can readily be seen the remarkable superiority in the higher results in all subjects, but more especially in arithmetic, in schools under the higher classed teachers. No doubt bad schools are to be met under highly classed teachers, but there is this great difference between the well-qualified teacher and the badly qualified—viz., that the former is capable of raising his school to a high standard, while the latter can never arrive at anything beyond an humble mediocrity.

Further, it appears from the above table that male teachers are nearly doubly as efficient as females in producing practical arithmeticians.

Classification of Pupils.—Of the 5,125 pupils found present in the 109 schools on which secondary one reports were made during the year, the following was the classification:—

In First Class,	2,639
„ Second „	1,960
„ Third „	780
„ Fourth „	286

* Results not compared, only one First Class male in district.

That is, only 20 per cent. of the entire pupils were in third and higher classes. Now, as 2,225 of the children found present were ten years old and upwards, the proportion in third and higher classes might be—provided the attendance were regular and the schools wrought to the fullest efficiency—not 20 per cent., as it is, but 43 per cent.; or, viewed in another aspect, when the actual classification and the age of the pupils are compared, it becomes evident that more than one-half of the school-going children of the district must inevitably, under existing circumstances, leave school without having mastered as much of reading as can possibly be a source of any real pleasure or benefit in afterlife.

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When we compare the rate of promotion from class to class with the average rate of attendance of the pupils, the results cannot, I think, be considered other than good. I am the more strongly confirmed in this opinion by a comparison of the rate of promotion in fifteen of our model schools, as given in Head Inspectors' reports on those institutions for the year 1870, with what it was in this district for the past year:—

Percentage of attendance to numbers on rolls, in schools of this district,	47 per cent.
Per centage of attendance to numbers on rolls, in the 15 model schools above referred to,	75.7 "
Average rate of promotion from class to class, to average daily attendances in the schools of the district,	40.6 "
Average rate of promotion from class to class—excluding infant departments—to average daily attendance in same 15 model schools,	56 "

The rate of promotion when compared with the rate of attendance is, as may be seen, considerably higher in the schools of the district than in those model schools the reports on which, for 1870, contain the necessary statistics for the comparison under consideration. I think, therefore, that a more rapid rate of promotion could not be expected, nor would such, under the circumstances, be desirable.

How to increase the efficiency of the Schools.—To increase the efficiency of the schools, the main point is to secure well-qualified and properly trained teachers; but unless proper remuneration be offered, it is simply preposterous to expect men of good qualifications to continue in, much less to join, the service of the Board.

Another essential to increased efficiency is regularity of attendance on the part of the pupils; but how this can be secured I am unable to say.

General Observations as to proficiency of Pupils found in Attendance at Inspections made during the year.

District 24, Ballyboro'; Mr. Simpson.—*Reading* (including oral spelling and explanation) may be reckoned as improving. More time and attention have been given during the year to reading itself, especially in the junior classes, and the results have been satisfactory. Oral spelling is fairly taught, but there is still great absence of intelligent teaching of the subject matter of the lessons in many of the schools.

Arithmetic.—The teaching of this branch continues to receive the care which its importance demands. The classes are generally well grounded in the elementary rules, without which advancement is difficult, if not impossible; but, as yet, probably from the shortness of the period devoted to school, and the irregularity of attendance during that time, the proportion attaining proficiency in the upper rules is not very high.

Pennmanship.—More progress has been made in writing than in any other branch. Vere Foster's copy books are in every school, and, wherever the teacher gives even moderate attention to the subject, the writing is clear, uniform, and legible.

As a rule, every pupil, from second class up, inclusive, writes on paper, and, in some instances, even upper draft of first.

Proficiency of Pupils found in attendance at inspections made during the year.

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Writing from Dictation.—Steady improvement is observable in this subject also. All third and above write from dictation on slates, and some, though not all, on paper also. In a few schools the more advanced second-class pupils transcribe on paper—in all the upper draft use slates for this purpose.

Grammar.—The programme is fairly adhered to as to parts of speech, for third class, and simple parsing, for fourth. The text-book is also committed to memory by a large number, but I cannot say that, beyond the Model schools, many pupils become acquainted with the analysis of a sentence, and, with the above exception, composition is rarely attempted.

Geography.—I can note little or no advancement in this subject—one that would seem likely to be more interesting than any of the foregoing to young people. In most schools physical and local geography are but indifferently taught, and even in map-tracing the result is unsatisfactory.

Needlework.—Marked improvement has been effected in this most important branch. Plain sewing and knitting are taught in every school in the district in which there is a female teacher, and in some of them more than fairly.

I look upon the introduction of the "strips" on the price-list as a great boon to the poorer schools, and expect they shall soon come into general use. In such schools canvas work and all other of a useless nature have given way to plain sewing.

In the Bath and Shirley Estate Industrial School, Carriekmacross, lacework is still very successfully carried on, and some articles of "applique" and "guipure" forwarded to the International Exhibition, London, attracted much admiration. Many poor girls obtain a livelihood by this work.

Extra Branches:—

	Schools.	Number learning.	General Proficiency.
Singing,	7	362	Excellent in 6; fair in the other.
Drawing,	3	202	Satisfactory.
Agriculture,	11	—	Third and above inclusive; well taught in two, Bath Model Agricultural Inoperative.
Measurement,	4	74	Well taught.
Geometry,		67	
Algebra,	1	76	Do.
Book-keeping,	5	20	Do.
Trigonometry,	1	75	Satisfactory.
Physical and Applied Science,	1		

Condition
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General Observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

Since I took charge of this district, in 1867, the schools have not been in a more prosperous condition than at present. They are largely attended, generally well supplied with requisites, and the teachers are, with few exceptions, working honestly and with effect.

The results' examinations have stimulated both teachers and children to exertion, and the excitement will continue, at least with the former, until some definite arrangement shall be made regarding their payments.

Two new schools have been established during the year, and there are three others—one of them an important parochial school—now applicants.

General Observations as to proficiency of Pupils found in Attendance at Inspections made during the year. *Appendix D.*

District 25, Drogheda; Mr. MacCreanor.—*Reading* (including oral spelling and explanation) —The improvement in reading and oral spelling is considerable, and has been satisfactorily progressive in this district during the last four years. During the same period the classification of pupils in the schools has been much raised, both in the abstract and comparatively.

I did not consider that the progress was so marked until I compared the tabulations and per-centages of the last four years.

At present I have nothing to add to the observations and suggestions stated in my annual reports for 1867, 1868, and 1869, on these subjects. I find it very advantageous to insist on the application of my simple definition of reading in First and Second Book classes:—"Reading is saying the words of the lesson correctly from stop to stop."

Arithmetic.—I find that my per-centages for the simple rules and introductory parts of arithmetic are lower for 1871 than for 1870, but the returns under the heads of compound rules, proportion, &c., are considerably higher for 1871 than for any year since I took charge of this district (in 1866).

Tables and oral arithmetic are not taught with sufficient care, system, or judgment. It seems, from the answering, that many teachers never explain to their pupils what is meant by the words *inch, nail, yard, square foot, &c., &c.*; and it is pitiable to see the number of pupils, classed in proportion and higher rules, that are unable to divide by a mixed number.

Pennmanship.—There is general improvement in this branch, and the new programme will stimulate exertions on the part of many teachers who have not given due attention to their writing classes heretofore.

Writing from Dictation.—The returns show considerable improvement under the head of "tolerable accuracy," and the written exercises that now form an essential part of the examination of Third and Fourth Class pupils must produce much improvement.

Grammar.—I regret that I cannot report any improvement in this branch. My returns are lower for 1871 than for any of the previous three years. In consequence of my increased business, and my weak state of health during part of the year, brought on by over exertions, I have been unable to do more than merely examine on this branch. Formerly I gave suggestions and practical hints in the classes on the teaching of it. I am still decidedly of opinion that the importance of this subject has not been sufficiently pressed on the attention of managers and teachers of National schools, and wish only to refer to the remarks in my annual report of 1868 on this subject.

Geography.—My per-centages on this branch for 1871 are lower than for either 1870 or 1869. They are a little higher than my returns for 1868. As stated respecting reading and grammar, I desire only at present to refer to my annual reports for 1867, 1868, and 1869, on defects in class business and their causes.

Needlework.—I am happy to be able to report general improvement, both in the supply of sewing materials and in the successful teaching of plain needlework.

Extra Branches:—

	Schools.	Number learning.	General Proficiency.
Singing,	7	210	Md. fair; some improvement.
Drawing,	4	50	Little progress.
Agriculture,	13	85	Niddling not advanced.

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Extra Branches—continued.

Proficiency of Pupils found in attendance at inspections made during the year.	Schools.	Number learning.	General Proficiency.
Mensuration,	22	42	Fair.
Geometry,	14	24	Low.
Algebra,	11	16	Do.
Book-keeping,	15	32	Middling.
Trigonometry,	1	2	Very fair.
Navigation,	1	2	Do.

Condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

General Observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

There seems to be a good deal of speculation and uneasiness on the part of the teachers respecting the expected changes, and both managers and teachers frequently express themselves dissatisfied with present salary arrangements in regard to their schools. Managers generally are averse to suggestions respecting repairs and improvements of school-houses, premises, &c., vested in trustees; and few of them I fear impress sufficiently on their teachers the necessity of securing improved proficiency of pupils in secular business.

Payment for results will to a great extent cover the defects of local exertions and management. Many Managers perceive this and agree with me that improvement in the schools will be in proportion to the amount of the salaries derivable from results.

As many of the third class teachers are really very deserving I would recommend that a fourth class of teachers be formed which should include many at present in third class, that the salaries of probationers and those in fourth class be very moderate, and continued only for a limited period. Any probationer not found worthy of fourth class in a year or two after appointment, and any fourth class teacher not found worthy of promotion after three years in that class should be discontinued, unless under some special circumstances.

Those really deserving of this new third class should have a salary within a moderate amount of what should be fixed for second class teachers. I think no teachers should be admitted to first or second class salaries until they have given proof of their usefulness in working a school as a principal teacher. Besides giving assistants a share of results' fees, with full salaries of one of the lower grades, I think it would be a good arrangement to give a small fraction of results' fees also to deserving senior monitors of more than two years' standing and to first class monitors. This, I think, would encourage more of them to become teachers, and to be more regular, earnest, studious, and useful.

I believe it would be attended with very bad consequences to give only partial salaries to assistants, as it would keep many from accepting the office on account of the insufficient support; it would thus reduce the means of keeping up a well qualified succession of teachers, and it would too heavily encumber the income of principals, to have the salaries of assistants depending on results' fees to any considerable extent. The maximum for both assistants and monitors as hinted above should never exceed 30 per cent. of the results' fees, and should vary according to merit and circumstance, from 15 to 30 per cent. of them.

Respecting the results' programme, I would suggest that fees for infants who give 90 or more attendances in the year, should not be given indiscriminately as at present. Some degree of proficiency, such as reading and spelling words of two or three letters, or other evidence of advantage derived from attending the school, should be a condition for obtaining payment, otherwise teachers with the worst kept schools

and worst taught first classes, may in many cases, manage to secure more fees for infants than the most deserving teachers. The proper training and teaching of infants appear to me to deserve the most careful attention, and should not depend for recognition solely on the number of attendances made by the pupils in a year.

Great dissatisfaction prevails respecting the want of arrangements for the training of Catholic teachers. Only four have been trained from this district during the last seven years. Batches are recommended by me twice a year for training, but none will go under present arrangements, though half the classed teachers of the district are untrained, in addition to ten unclassified.

General Observations as to proficiency of Pupils found in Attendance at Inspections made during the year.

District 26, Westport; Mr. MacMillen.—*Reading* (including oral spelling and explanation).—In 1871, 4,465 pupils were examined in this branch, against 4,171 in the previous year—the passes in the former year being 3,140, or 70 per cent. of the number examined, and, in the latter, 2,741, or 65 per cent. The number passed in the third and higher books, however, only shows an increase of 45.

In three or four schools the upper classes read with some expression, and in several with a fair degree of intelligence, but the reading of the lower classes, generally, and of all, in not a few schools, is characterized by indistinctness of utterance and a sort of rhythmical monotony in the delivery, very striking when heard for the first time. The natural inference, that the minds of such readers are habitually oblivious of the force of the words read, will mostly be supported by proposing a few simple questions on the text. In most cases this style has been acquired by frequent repetition after the teacher or another pupil, and it may even obtain where the lesson has been explained and, at one time, understood, but where the explanation was disavowed from the child's first acquaintance with the words, &c., and where the purely repetitive process has been carried on till each recurrence is a signal for the attention and understanding to sink into repose.

When this style is attributable to carelessness, laziness, or inaptitude on the part of the teacher, it may be considered beyond remedy till such persons can be replaced by fitter ones, attracted by the bettered condition of the teachers. But young persons apt to teach and willing to improve frequently fail to teach reading from want of skill and ignorance of method. For the sake of these I should like to see (somewhat amplified) the golden rule for teaching reading, which formed the preface to the old First Book, or (stated in short simple sentences), the substance of Dr. Joyce's chapter on teaching that book, occupy a similar position in the new. The manuals on method they seldom read with much advantage. Having, while receiving their own imperfect education, witnessed only methods worthy of being avoided, they are unable to select what is suitable to their own case; to distinguish between the essential and general, and the special and unimportant, and sometimes even to apprehend the author. Such a preface as I contemplate could scarcely be misunderstood, while an Inspector could at once draw attention to any neglect of its instructions.

The questions one frequently hears proposed at the end of the reading lesson are of very little use in teaching to read. With this object the books should be kept open (in classes below third, at least), and the attention, by judicious questions, fixed on each sentence or paragraph, as

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read, till the learner not only understands the general drift of the whole, but perceives the force and use of the several parts, and has been made well acquainted with any new or difficult word. By thus teaching the reading with and through the sense, the end will be at once more speedily and more effectually attained, while the pupil will acquire the all-important habit of employing the mind on the matter read, and the pleasure accompanying the legitimate exercise of the faculties will—if anything will—make him a reader through life. The mere ability to read with ease, however acquired, has always been overvalued, and, I fear, more of late years than formerly. It is said that if a young person can only be brought to read without difficulty, he will, probably, continue to practice the art. Believing this a mischievous delusion, I am glad it receives no encouragement in the results' programme lately issued. An artificial acquirement will be exercised if it gratifies some desire—not otherwise. Teach a lad the craft of a tailor, and he will sit like his master, when induced to ply his needle; at other times he will sit like a man. So, if reading be to a man a certain means of gaining knowledge—if it can afford exercise to the judgment, excite the feelings, and gratify the taste, it will constitute a source of enjoyment to which he will return with an ever-growing relish. Whether it will possess this power will depend, especially in the case of the children of the poor, in whose interest I write, on the method pursued in teaching it. How the children of the upper classes are taught to read their mother tongue is comparatively of little moment, as they generally receive a lengthened, systematic, and thorough course of the discipline I have ventured to recommend in learning foreign, and particularly the ancient, languages.

Arithmetic.—The proficiency in this important branch is far from satisfactory. Out of 3,172 examined, 1,063 were able to do notation to seven places, 1,316 to do a sum in simple subtraction, 471 in division of money, and 241 in proportion and practice. A numerical statement, however, of those who passed in doing set sums or problems proposed in the usual forms, affords no reliable means of estimating the value of the instruction given in arithmetic. This can only be done by putting questions to test the pupil's knowledge of principles, and the intelligence and expertness with which they handle problems to which they have not been accustomed. So tried the results would be rather disappointing. To proportion teachers continue to attach that undue importance which has long caused it to have a baleful effect on the mental culture of those whose mathematics begin and end with arithmetic. In their anxiety to bring their pupils to the golden rule, they do not trouble them with any variety of exercises in the compound rules, by which, to the great advantage of the pupils, nine-tenths of the sums proposed under proportion could be solved. To make matters worse, while the practice is entirely confined to "proportion," it appears to be believed that if boys can define readily "ratio," "proportion," &c., they have shown themselves to understand perfectly "what they are working." Owing to the methods followed, the proficiency, such as it is, has, in most instances, been attained at an immense sacrifice of time and patience.

Penmanship.—The writing of pupils above junior second class is, on the whole, very fair, and continues to improve. The chief impediment to progress is want of materials. In several schools children have the means of writing only occasionally, and in still more, they are obliged, in spite of their poverty, to provide themselves, at a high price, with such indifferent copy-books as they can find in the nearest town. The comparatively satisfactory state of this branch is largely owing to Mr. Foster's copy-books, which, besides furnishing a good style, afford several

sides to the young learner, while the teachers take increasing care to have the head-lines imitated, as their opinions as to what constitutes a good hand become more correct. Connaught-men appear to have a talent for writing, many of the teachers writing a good hand, and very few a bad one. The lower classes suffer even more from want of pencils, and sometimes of slates too, than the upper do for want of paper, and often, when a school does afford these requisites, the first class are debarred the use of them by defective organization, which obliges these children, except when called to "come up to read," to sit almost constantly on forms without desks. This system not only secures ignorance of slate-work on the part of the first class, but keeps the teacher ever engaged in a fruitless struggle to maintain silence, and otherwise impairs discipline.

Appendix.
Proficiency of Pupils found in attendance at inspections made during the year.

Writing from Dictation.—Considering that in most schools in this district ample time is devoted to this exercise, the proficiency exhibited is only tolerable. Many teachers appear to attach undue importance to writing from dictation, pure and simple, as a means of teaching spelling, and to believe that it is thus so easily taught as to demand neither thought nor preparation. The pieces for the several lessons are therefore read at random, and having been written by most of the class, the lesson finishes with or without a hasty correction. It would, to my thinking, be almost impossible to spend half an hour in a way more utterly useless. Care and skill is as necessary to the successful teaching of this branch as of any other in the school course, and even these will fail to secure all that should be looked for if oral spelling, and, in the early stages, transcription be not taught systematically and in close connexion with the dictation.

Grammar.—The numbers passed in grammar indicate but little improvement during the year, yet I think the subject was better taught in 1871 than in the previous year. This was chiefly seen in the more intelligent answering of the second class on the four parts of speech required of them; the number passed as knowing all the parts of speech was reduced by the severe test adopted in the case of the adverb especially. As a rule none were passed in this category who did recognise such adverbs as "too," "soon," "twice," "better," &c., and connect them with the proper words.

Though the knowledge of grammar carried away by many of those to whom it has professedly been taught is very trifling, I see no good reason for omitting it, as has been proposed by some from the programme of the third class. The time required by a skilful teacher to make the pupils acquainted with the technical terms, such as "noun," "pronoun," "adjective," "plural," "comparative," "proposition," "subject," &c., is not great, and will be amply repaid by the facility it may be made to afford in elucidating the text of the reading lesson; while an intelligent introduction to this branch removes a formidable barrier from the path of those who, after leaving the National school, so use the elementary knowledge there obtained, as to become, by their own unaided efforts, men of very considerable learning.

Geography.—The maps of the World and Ireland are fairly known in several schools: in fewer that of Europe. On the whole the knowledge of this subject is rather poor. As in grammar very little use is made of the text-books which would be the less to be regretted were the maps skilfully and effectually handled.

Needlework.—Needlework is well taught in Louisaburg female school, and in St. Patrick's mixed, and in a few others, fairly, but there are several in which it is little better than a form. The want of materials

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so frequently observed is a serious drawback. Sometimes the small supply is so carefully hoarded, to prevent the appearance of dearth on the day of inspection, that the girls, after having been taught to make stitches with tolerable regularity, have their further progress arrested for want of practice. If in any sense, girls so taught can be said to have learnt to sew, their performance is so awkward and slow as to render the acquirement worthless. On the other hand, in some schools where the teachers of needlework are poorly qualified, but keep up a supply of materials, and give the girls ample practise, the sewing of these is for the most part rough, irregular, and flimsy. In teaching this branch in popular schools the improvement of the taste should be constantly kept in view, but if the pupils are not at the same time made handy at fitting, placing, patching, and darning, they cannot be expected in afterlife to use their needles to keep their families tidy and comfortable. These ends will not be attained but under teachers much better qualified for their duties than the majority of those in charge of industrial classes in this district at present. The objections of parents to allow their girls to spend time at needlework, so much complained of by teachers, has no existence where the branch is really well taught.

Extra Branches:—

	Schools.	Number learning.	General Proficiency.
Singing,	1	63	Good.
Drawing,	8	154	Poor in 2; fair in 1.
Agriculture,	2	45	Tolerable.
Memorisation,	7	14	Middling.
Geometry,	7	17	Poor.
Algebra,	1	7	Poor.
Book-keeping,	8	17	Tolerable.

Condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

General Observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

National Education may be said to have attained, so far as the number of schools is concerned, almost its utmost dimensions in this district, as there are only four or five considerable schools not connected with the Board, and in about as many localities, schools are still wanted.

Some schools unfortunately remained inoperative for considerable periods during the year, from the difficulty in finding competent teachers. Those in operation were, however, better attended than in the previous year by nearly 400 on the average.

The Managers as a rule are attentive to the interests of their schools, and ready to adopt the suggestions offered for their improvement. The gentry generally are favourable to the system, most of the landlords contributing something towards the salaries of the teachers on their estates.

One of the chief impediments to the progress of the pupils is the irregularity of the attendance and the want of punctuality in the morning. So far as the attendance is affected by the withdrawal of the children to assist in the spring and harvest work it is unavoidable, and in my opinion little to be regretted. Assisting in the industrial pursuits of the parents has a wholesome influence on the character of the child, and supplies the skilful teacher with the means of impressing with double force some of his most important lessons.

The large number of untrained teachers now in the district, likewise affects the proficiency unfavourably, both directly in their teachings, and indirectly through their monitors. The deprivation also causes the service to be shunned, as it is believed to bar the door to promotion. While on the subject of teachers I may remark that many of them do

their duty assiduously and faithfully; most of them are trustworthy and well-conducted. I cannot say they are content, but nearly all could easily be made so; with only a very few has grumbling become chronic and incurable.

Examinations.—It is very desirable that the results of examinations should be made known immediately after holding them. Delay occasions anxiety and increases disappointment, keeps places filled with incompetents, and dims the lustre of success. The oral examination would in my opinion be held with advantage just after the written. Could not Head Inspectors commence the oral examinations, say three weeks after Easter, and continue them till all were completed? Several subjects might without loss be excluded from the oral, when two centres might be finished in a week, and the results all announced in about two months after Easter. The successful could then give undivided attention to their schools, and enjoy with easy minds the delights of the summer.

Results' Payments.—The results' system of augmentation of salaries lately introduced is well adapted in principle to improve the schools here where scarcely any fees are paid. Some of the details, however, appear capable of being modified with advantage. For example, greater inducements to teach spelling should be offered—in no subject, except arithmetic, are so many failures made. The meaning should never have appeared in the spelling tables of the Second Book, and should not form an element in the mark for spelling. A knowledge of the matter of the lessons is very properly required in connexion with the reading; this implies the meaning of the words, and here they should be taught, and here sought for in examining. It would probably be more conducive to sound teaching of arithmetic to limit the course for third class to reduction and the compound rules, letting it be understood that the term is intended to include the different weights and measures. Teachers are already inclined to teach the compound rules imperfectly in hurrying to proportion, and they will be inclined to consider themselves hardly treated where a pupil is rejected who passes in the highest rule demanded.

The reading books will require to be adapted to the new system of examining, the Second Book especially being quite too large. It should consist of not more than 200 pages. I have examined several "code reading," sets in use in England, and most of them are much smaller than those published by the Commissioners, some of them however are quite too small.

General Observations as to proficiency of Pupils found in Attendance at Inspections made during the year.

District 27, Roscommon; Mr. Connellan.—*Reading* (including oral spelling and explanation)—Of the 4,092 pupils examined during the year for S^t Reports there were in—

First Class,	1,706 or 41·7 per cent.
Second Class,	1,491 " 36·4 "
Third and Fourth Class,	895 " 21·9 "

Proficiency of Pupils found in attendance at inspections made during the year.

The corresponding per-centages for 1870 were 47·5, 33·1, and 19·4. This improvement in the classification of the pupils should be borne in mind when considering the figures indicating their proficiency in all the branches of the school course. There is another circumstance, too, which should not be forgotten. Owing to the introduction of "payment by results" towards the end of the year, nearly one-fourth of the schools

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Condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

Now that the long-expected scheme of "payment by results" has been introduced into this country, all suggestions not based upon it would be idle. It is the duty of all connected with National Education to endeavour to render it as useful as possible to the children attending our schools. It is too soon to speak of its probable effects. Time alone can prove whether teaching as a trade or teaching as a profession is the better adapted to the educational wants of the nation.

I feel it is not my province to praise or unfavourably criticise this scheme, which, I am sure, is the result of the serious and anxious deliberation of the Commissioners and their chief officers. I shall, however, venture to offer two suggestions as to matters of detail.

1st. If a pupil pass in some of the subjects prescribed for his class, but fail in others, I think it would be but just to allow the teacher to present him next year for examination in the same standards of the subject in which he failed. For example, a second-class pupil passes in reading and spelling, but fails in writing and arithmetic. Next year he is a third-class pupil. I would suggest that the teacher have the option of having him examined either as a second or third class pupil in writing and arithmetic—this privilege not to extend beyond the second year, and not to apply to cases where a third-class pupil was, in the first instance, presented for examination in the second class. If some such arrangement as this be not adopted, a fifth-class pupil may quit school with a fair knowledge of, say, the arithmetic required for fourth class without having ever earned any arithmetic fees for his teacher. If there were a separate examination roll for each subject, it would be easy to carry out this suggestion.

2nd. In large schools under even indifferent teachers there will be always a number of passes in reading and writing sufficient to earn as much fees as will bring contentment to men without energy or ambition—men who have been teaching ten, fifteen, and twenty years without making one manly effort to raise themselves above third class. I am convinced there should be something done to meet such cases; such, for instance, as requiring in reading, writing, spelling, and arithmetic a minimum proportion of passes to average attendance, in order to qualify for any fees at all.

Since I have begun to examine schools for "results" nothing has struck me so forcibly as the utter apathy of Managers upon the subject. It is clear that mere changes, no matter how important, possess no interest for men who appear to be "longing, yearning, striving"—for a complete revolution.

Proficiency of Pupils found in attendance at inspections made during the year.

General Observations as to proficiency of Pupils found in Attendance at Inspections made during the year.

District 28, Longford; Mr. Bradford.—*Reading* (including oral spelling and explanation) is in a medium state. The stops are not properly attended to, the last words are indistinctly pronounced, and those which the pupils understand are passed over too quickly. Generally the teachers do not take sufficient care that each word is correctly read, they do not check the practice too many pupils have of paraphrasing the sentence before them, giving equivalent but not the actual words of the lesson.

Oral spelling is regularly taught, but it seems of little practical use. *Appendix D.*
 In a great many cases I have found pupils who are very good in that sort of spelling unable to write an exercise in dictation without a large number of mistakes. It would appear that dictation is the only effectual way of teaching correct spelling to young persons. Explanation is learned in a very imperfect manner. Many of the teachers do not know the meaning of words except as they find them in ordinary small dictionaries, they have not the general information necessary. Many of them insist on their pupils explaining very simple words by definitions which sound well but cannot be easily understood by ordinary pupils. *Proficiency of Pupils found in attendance at inspections made during the year.*

Arithmetic.—The results in this branch are not as satisfactory as could be wished. The first class pupils are too frequently unable to work addition of three figures and three lines; the second class fail in subtraction, and the third in proportion. The fourth class generally are unable to work the fractions necessary in a long sum in practice. Notation is frequently a failure. Mental arithmetic is often neglected. Figures are seldom made of proper size or shape, and generally placed out of their proper position, particularly in long division and practice. Prompting has ceased to be general, but copying prevails too much still. Both teachers and pupils cannot be got to understand that a petty deceit done to help a friend or neighbour is a wrong thing. Written arithmetic is not much practised, but the examination necessary for the system of paying for results will remove this defect. Repetition of early rules might be more frequently taught. Fractions and decimals are too much neglected, though so absolutely essential to a thorough knowledge of this subject. The parents often embarrass the teachers by their anxiety to have their children hurried on to the end of the arithmetic. In this and many other branches they estimate the merit of a teacher chiefly by the rapidity or slowness with which he has made his pupils advance to the end of the book; they take for granted that what has been passed over was sufficiently learned.

Penmanship.—Good writing should be required as an indispensable qualification hereafter in candidates for the post of teacher. The pupils cannot easily write well when their teacher writes badly. The angular hand should be forbidden in female schools. However, notwithstanding every obstacle, a considerable progress in this branch has been made and a greater one is likely. The ink supplied by the Board is complained of by several teachers; they say that they would be willing to give a higher price if a better article were furnished. Some of the teachers cannot induce the pupils to subscribe for ordinary requisites, and cannot afford to lie out of their own money during the many weeks delay before they reach the depot, so that too often the children are obliged to buy copy-books in the next town. Such paper is dear and bad—this retards progress of the pupils. If the commission hitherto allowed to teachers who order requisites is suppressed, the practice of buying copy-books from stationers is likely to increase.

Writing from Dictation.—Writing from dictation on slates is fairly learned in several schools, but in many the pupils fail in placing the stops, in the use of capital letters, and in dividing words which cannot be fully written at the end of a line. This branch is one of the most useful in the course; it is the only sure means of teaching correct spelling. The frequent use of it on paper required for the examination by results will be of immense advantage, as forcing the attention of the most indolent teacher to the necessity of preparing his pupils by constant practice in writing. In too many instances the teachers do not sufficiently attend to the correction of the errors made in the exercises;

Appendix D. they do not seem to be aware of the necessity of constant attention to the practice.

Proficiency of Pupils found in attendance at inspections made during the year.

Grammar.—Is not successfully taught; the parents do not care for it, and the teacher has but little time for so difficult a branch. The third class children generally can name the parts of speech pretty well, but they cannot answer well in their definitions. The fourth class seldom parse well. The teachers should set the example of correct speaking on every occasion, and point out the pupil's errors as they occur in speaking, giving the reason for each correction. This would be a most useful practical daily lesson that could not occupy much time and would make the subject more interesting. The young teachers, though knowing less of the theory of grammar than many of the old, speak more correctly. They are also less fond of using immense long and learned words.

Geography.—The text books are not sufficiently studied in several of the schools, but the pupils generally are pretty well acquainted with the maps of the World, Europe, British Isles, and Ireland, as far as pointing out places. The parents are not so averse to this branch being taught as they are to grammar, as so many persons from every locality have emigrated or are about to do so. The school-rooms are so damp that the maps soon get injured and are worn out far sooner than a person in Dublin would expect. A free stock of maps given periodically (say every five years) would be of great use to the schools. Perhaps what would be better is to give a large reduction in the price of maps when paid for by the teacher or by a subscription among the pupils. Were the schools fully supplied with maps and due exertion used by the teachers the pupils would take a greater interest in this branch than in any other.

Needlework.—The progress in this branch is rather satisfactory. Until the Commissioners insisted on its being regularly taught and until they supplied materials at such a low rate little was done, as neither managers nor parents placed any value on the subject, thinking that school was not the place for learning it. Too many of the teachers allow much of the time to fancy and practically useless work, to the neglect of plain sewing and knitting, and cutting-out. But this fault is becoming less every day. Were the female teachers permitted to go up to Dublin for the purpose of being trained, this branch would be far better taught than it is likely to be. Cutting-out is not so well taught as sewing and knitting; the mistresses in many cases seem to be imperfectly acquainted with it themselves.

Extra Branches:—

	Schools.	Number learning.	General Proficiency.
Singing,	12	686	Fair.
Drawing,	2	62	Tolerable.
Agriculture,	4	142	Fair.
Mensuration,	20	182	Tolerable.
Geometry,	12	97	Do.
Algebra,	10	76	Do.
Book-keeping,	15	121	Do.

The agricultural class book is taught with fair success in 21 schools and without any marked effect as yet in 46 schools.

Condition and prospects of National Education in the District, &c.

General Observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools:

Until very lately the condition of the schools in this district varied little from that described in my former reports. Some few of the teachers became more successful by increased experience and attention to their duty, but others who are pretty good leave and their places are filled by

young persons just left school. These require some years' practice and constant supervision on the part of an inspector before they can conduct their schools in anything like an efficient manner. Frequently it appears manifest at last that though not deficient in scholarship they have no natural aptitude for teaching.

But now a great change has been effected by the introduction of examination for payment by results. To all appearance nothing could be more conducive to exertion on the teachers' part than the prospect of increasing their income by having their pupils prepared for the annual examination under so clear and distinct a programme. This is the case with respect to the teachers at present in office. It is to be hoped that a better class of young men will be induced to prepare for the post of schoolmaster, when it is seen that the salary will be so much larger than it has been in general. But this is contingent on the amount that will be earned by the schools in the first year of the new system. To work that system fairly and properly new schools should not be sanctioned when so near existing schools having but a small attendance. If they are sanctioned it will be impossible for the teachers of the older or new schools to be able to earn a suitable increase to their income by their pupils answering. The parents are too fond of moving their children from one school to another, if very near. This they do on the most trifling cause and particularly if the teacher of one of the schools has the name of seldom asking for school fees, or of not charging at all. Another thing to be considered in working the system by results is, that in such a county as this is the parents in many or most cases hereafter will pay little or no school fees, now that they know from the newspapers and other sources of the payment for results. Already this is the case—several say that the teacher has now no claim on them for money as he will receive a large salary from the Government, that they do enough for him by allowing their children to attend through the year a sufficient number of days to qualify for the examination, and particularly by sending them on the day of examination, when perhaps they are wanted at home for different purposes. The ill-disposed or dissatisfied parents keep them at home that day.

While waiting to see the effect of the new system for increasing the teachers' salaries, it may be well to consider some minor means of making the schools more efficient.

The binding of the books, particularly the Lesson Books, is so inferior that nearly one-fourth of a class have not the required page when any lesson is given out for examination. This is a fertile source of confusion and delay to the Inspector. It is also often a ready excuse for a pupil who has forgot to bring his book to school. It is the cause of considerable useless expense to the Commissioners, as they sell the books to the schools at less than first cost. If more were laid out on the binding of the books so that it were properly done, the Commissioners would save in money as well as the schools gain in discipline and efficiency. If the discount allowed the teachers on the purchase of requisites is discontinued, the hardship to them will far outweigh the petty saving to the Board. Something should be done to lessen the delay that occurs before the teachers can get the requisites they have paid for. Requisition forms should be sent in every parcel sent down from the office to a school; this would save the teachers the trouble of writing or sending to the Inspector often a long distance.

Appendix D.
Conditions and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

Appendix D. General Observations as to proficiency of Pupils found in Attendance at Inspections made during the year.

Proficiency of Pupils found in attendance at inspections made during the year.

District 29, Trim; Mr. Conwell.—*Reading* (including oral spelling and explanation).—In the year 1870 I examined for the form Secondary No. 1 Report, including boys and girls, 4,397 pupils, and during the past year 4,468 pupils.

Out of the total numbers examined in each year respectively:—

In 1870, 22.2 per cent.	were able to read I. Book correctly.
In 1871, 22.7	" " " "
In 1870, 28.4	" " " II. Book of Lessons.
In 1871, 29.1	" " " " "
In 1870, 26.8	" " " III. and higher Lesson Books.
In 1871, 30.5	" " " " "

These statistics clearly show that, on the whole, throughout the district, increased attention has been paid to the teaching of reading, and very satisfactory progress also has been made on the part of the pupils.

Arithmetic.—In 1870 the numbers examined in arithmetic were 2,591 pupils, and during the past year 3,052 pupils.

Of the entire numbers examined in each year respectively:—

In 1870, 48.3 per cent.	knew notation up to 7 places of digits.
In 1871, 48.1	" " " " "
In 1870, 42.7 per cent.	were able to work simple subtraction.
In 1871, 45.1	" " " " "
In 1870, 23.9 per cent.	knew the compound rules and reduction.
In 1871, 28.0	" " " " "
In 1870, 10.2 per cent.	knew simple proportion and practice.
In 1871, 11.7	" " " " "

These calculations and comparisons show a uniform and steady progress made by the pupils of the district in the various stages of elementary arithmetic, and prove that this branch receives at the hands of the teachers that diligent attention which its practical usefulness to the pupils in after-life demands.

Penmanship.—In 1870 there were 2,591 pupils examined in writing, and, during the past year, 3,052.

In 1870, 71.4 per cent.	of all examined were able to write on paper fairly.
In 1871, 79.4	" " " " "
In 1870, 15.2 per cent.	of all examined were able to write a good hand with ease and freedom.
In 1871, 14.0	" " " " "

While fair attention is paid to the teaching of writing throughout the district, these results do not exhibit the proficiency of the pupils for the past year in as satisfactory a state as during the preceding year.

Writing from Dictation.—In 1870 there were 1,188 pupils examined in writing from dictation, and during the past year 1,390.

In 1870, 58.6 per cent.	were able to write down a sentence with tolerable accuracy.
In 1871, 59.6	" " " " "
In 1870, 29.2 per cent.	could write from dictation correctly.
In 1871, 30.3	" " " " "

These results show a steady progress and a uniform improvement in plain, practical spelling throughout the district.

Grammar.—Of the numbers examined in grammar during the past two years respectively:—

In 1870, 29.4 per cent.	were able to distinguish the parts of speech.
In 1871, 25.9	" " " " "
In 1870, 8.5	" " " parse and apply the rules of syntax.
In 1871, 11.6	" " " " "

While these returns show a slight falling off in the proficiency of the pupils in an elementary knowledge of grammar, they at the same time exhibit an improvement in the numbers able to parse.

Geography.—Of those examined in geography—

In 1870, 31.7 per cent.	knew the outlines of the map of the World.
In 1871, 29.5	"
In 1870, 27.5	" maps of Europe and Ireland.
In 1871, 31.5	"
In 1870, 1.2	" a general course of geography.
In 1871, 2.2	"

Appendix A.

Proficiency of Pupils found in attendance at inspections made during the year.

While showing a slight falling off in the proficiency of the junior classes in the outlines of geography, these results, at the same time, exhibit considerable improvement in the more advanced classes for the past year.

Needlework.—Out of 1,305 pupils examined in 60 schools in 1870, and 1,466 pupils in 63 schools during the past year:—

In 1870, 35.9 per cent.	were able to sew neatly.
In 1871, 29.9	"
In 1870, 21.9	" knit a stocking.
In 1871, 32.6	"
In 1870, 14.3	" cut-out.
In 1871, 18.1	"

I have had ample opportunities of knowing that plain needlework and knitting are well attended to throughout the district, and these percentages show a satisfactory and steady improvement in these useful and necessary female accomplishments.

Extra Branches:—

	Schools.	Number learning.	General Proficiency.
Singing,	12	577	Fair.
Drawing,	7	310	Fair.
Agriculture,	65	694	Fair.
Measuration,	35	112	Tolerable.
Geometry,	26	80	Tolerable.
Algebra,	14	32	Middling.
Book-keeping,	28	108	Fair.
Physical and Applied Science,	1	60	Satisfactory

General Observations as to Proficiency of Pupils found in Attendance at Inspections made during the year.

District 30, North Dublin; Mr. Sheehy.—*Reading* (including oral spelling and explanation).—The reading of the pupils in general throughout my district is plain, intelligent, and tolerably fluent, and, in the case of those attending convent and other good schools, it is finished and expressive. In the city schools it is less monotonous and lower in pitch than in the country schools. If our teachers were to pursue the plan adopted by the German teachers, of reading each lesson for their pupils, and of explaining it paragraph by paragraph as they went along, the reading in the National schools would be soon very much improved; for the pupils would then understand what they read, and would read it as if they understood it, which, after all, is the great characteristic of good reading. In many instances, when the reading of the classes was very inferior, I have got the teachers and monitors that instructed them to read paragraphs for them, and I observed in almost every case that their style was quite different from that of the pupils, showing that no effort had been made to teach reading by the generally recognised method of imitation. In some good schools the pupils are required to commit to memory pieces of poetry from their reading books, and afterwards recite them, paying due attention to the pauses, pronunciation, emphases, modulation of voice, and sense of the author. Oral spelling is taught at each reading lesson, and in the case of those pupils who are in First Book, I suggested to the teachers to make them spell the words

Appendix D.
Proficiency
of Pupils
found in
attendance
at inspec-
tions made
during the
year.

of each sentence off the book or card before attempting to read it, as spelling is a great auxiliary to reading—in fact it is an elementary kind of reading; for in spelling the pupils group letters into syllables, and syllables into words, and in reading they only extend the process by grouping words into phrases, clauses, sentences, &c.

Arithmetic.—At every inspection of the male, female, and mixed schools of my district, I examined the second class pupils in each of the simple rules, the third class on the simple and compound rules, and occasionally on proportion, and the fourth and fifth classes on these rules, and also on practice, interest, discount, fractions, profit and loss, &c. On referring to the proficiency table of this report, I find that five-ninths of the pupils present at my inspection were learning arithmetic, and that 44 per cent. of those learning it could enter millions correctly, 65 per cent. could do a difficult sum in subtraction, 21 per cent. a sum in compound division, and 12 per cent. a difficult sum in compound proportion or practice. Assuming the oldest pupils to be the most advanced, which is generally the case in every school, it appears from the table of ages that all over 18½ years are able to perform exercises in the last-mentioned rules. The teachers of several schools in the district require their advanced pupils to bring exercises every morning on the rules of arithmetic, which they had worked on paper the previous evening at home. I need scarcely say that such a practice not only improves the boys and girls in arithmetic, but relieves the teachers of a great deal of drudgery, and makes them very popular with their parents, who like to see their children attend to their home lessons in the evening. The examination of the schools for results' fees, at which the Inspector is obliged to require the pupils to work on paper exercises on arithmetic, grammar, &c., which he has to take home with him, and mark and tabulate, has had already a salutary effect; for it is compelling the teachers to hold similar examinations themselves, so as to be prepared for the Inspectors, and is accustoming the pupils to accuracy in their answering. In my last round of inspection for 1871, I suggested to the teachers generally to hold written examinations of their second, third, and higher classes once a week, or once a fortnight, on those subjects of their respective programmes which come within the scope of such an examination.

Penmanship.—In 1870 the per-centages of those examined in writing on paper, who could write fairly, and who could write with ease and freedom, were, according to my reports to the Office, 47.5 and 14.6 respectively, and in 1871, 49.1 and 18.7. The improvement in the writing, which these figures indicate, has been owing to the excellence of the copy-books supplied at reduced rates by the Commissioners, to the more constant and closer supervision of the writing by the teachers, and to the increased attention given by them to the writing of the first and second classes. More pains, however, require to be taken with the writing of the classes referred to, as regards the first steps in it. The black board should be used at every lesson on writing given to the junior classes, for the purpose of exhibiting the forms, proportions, and degree of sloping of the elements of the letters and the letters themselves, and it should be used when necessary with the senior classes in getting them to form the difficult letters properly.

Writing from Dictation.—Since I last reported on this subject in connexion with the schools of my district, there has been no increase in the per-centage (of those examined) that could write a sentence with tolerable accuracy; but as regards those able to write sentences from dictation with ease and correctness, there has been an increase of 2 per

cent. The system of examination, which payment by results has introduced, in the case of schools under third class and probationary teachers, and which I hope to see extended to the schools under first and second class teachers, is calculated to improve writing from dictation more than any other branch of the school programme. I dare say that the preparation made by several teachers of the district, during the last quarter of 1871, for a written examination of their senior classes by me, accounts in some measure for the progress referred to in this branch.

Extra Branches:—

	Schools.	Number learning.
Singing.	20	764
Drawing.	10	457
Agriculture.	3	33
Mensuration.	18	95
Geometry.	8	25
Algebra.	6	9
Book-keeping.	7	63

Appendix D.
Proficiency of Pupils found in attendance at inspections made during the year.

General Observations as to proficiency of Pupils found in Attendance at Inspections made during the year.

District 31, Ballinamore; Mr. Donovan.—*Reading* (including oral spelling and explanation).—Reading in this district is, generally speaking, middling. It is sufficiently distinct and intelligible, but the connexion of words connected in sense is not sufficiently attended to, and expression I may say not even aimed at. To remedy these defects I usually at inspections select passages of marked feeling and expression, and show as far as I can how these passages ought to be rendered. If the teachers can be once made to enter into the feelings of the writers, they will have little difficulty in teaching expressive reading.

Arithmetic.—Arithmetic I would say, speaking generally, is not well taught in this district. The pupils can work sums in addition, subtraction, and division, both in the simple and compound rules, fairly, but they fail in the advanced arithmetic, and know little or nothing of mental. The radical defect, and which I am trying to correct, is that the tables are not at first thoroughly learned, and afterwards the exercises are not sufficiently varied. The pupils are not made to state as well as solve questions. The absence too of the training which mental arithmetic gives tells against them in the higher branches of arithmetic, and in the power of stating questions.

Penmanship.—Writing is generally pretty carefully taught, yet I think the results are only medium. In my opinion the teachers keep too long at the early numbers of Foster's copy-books, and encourage too slow a system of writing. The result is a laboured mediocrity in writing, with little freedom or rapidity.

Writing from Dictation.—The dictation in this district has the same good and bad qualities as the writing. The pupils if allowed unlimited time will usually write fairly, legibly, and correctly, and in many cases with well-formed letters, but it is very laboured and extremely slow. I am trying to encourage a more rapid system of dictation as well as of writing.

Grammar.—The pupils of this district can usually distinguish the parts of speech, and parse fairly according to rule; but they do not know the definitions or understand grammar as a science. I am trying to make the teachers superadd these points to the knowledge already in the schools.

Geography.—Geography so far as the river and mountain systems has been well attended to, but the populations, exports, imports, habits, manufactures, and even the chief towns, have not been well taught. I am directing the attention of the teachers to these points, believing that these are the most practical and of the greatest use in life.

Appendix D. *Needlework.*—There is a considerable amount of plain sewing of a medium character in the district, but little of really first-class sewing. There is also a fair amount of knitting, but very little embroidery or fancy work of any description.

Condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

General Observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

Mediocrity is the characteristic of this district. There are many pretty fair schools, some fair, and a few very fair, but no brilliant school, and no subject taught in the district with marked success. And this absence of schools of a high order of merit is a very serious defect, for it throws a great difficulty in the way of securing well-qualified probationary teachers for schools. As a class the monitors are badly taught, and the assistants still worse. In my last two districts a few schools of a high order of merit existed, and I found them of the greatest use both as models to other schools and as training schools for those wishing to be teachers. One of the greatest difficulties to be contended with in this district both by teachers and Inspectors is a general want of taste on the part of the people for learning of any description. Of course this can only be removed by degrees. I will now make a few remarks on the new result system. Its great advantage is that it will stimulate to exertion a class of teachers which nothing else could stimulate. Reprimands and admonitions were lost on teachers who had given up all hope of bettering their class or condition, and who calculated on the improbability of dismissal. This then is the first and great advantage—it will rouse the sluggish and torpid teachers. But there are other advantages. It will create an interest among the pupils themselves; it will introduce the system of practising the pupils on paper, thus giving neatness and accuracy to the work; it will direct more attention to the great subjects of reading, writing, and arithmetic; it will make needlework be more uniformly attended to, and a better supply of sale-stock kept; and it will remove the just ground of complaint on the part of the teachers, that their best pupils were frequently absent on the days of inspection. The Managers too, if they wish to be present, will have an opportunity. The modifications which I would propose would be these. I think £3 too little to make the first of third teachers exert themselves, as all will obtain that sum without any effort. I think also that it would be well to have double columns ruled for some subjects, such as reading, writing, and dictation, marked fair and good. The advantage of this would be that the good teachers would aim for the higher standard, and thus the levelling process which the present system seems to tend towards would be counteracted. I think also that it would be advantageous to have separate columns marked for explanation and mental arithmetic. This would prevent these subjects from being merged in reading and slate arithmetic, for most Inspectors will be reluctant to refuse marks if the latter branches are satisfactory, and it would be a check on the Inspectors themselves. I think too that it would be well to include interest and elementary composition in the fourth classes, as there are no fifth classes in the country districts. I would add, as a last suggestion, that 60 or 70 per cent. (to be selected by the teacher at his own discretion), in the way of promotion, would be sufficient each year, instead of the teacher being obliged to present *all* who pass in any one subject in a new class. I have made these suggestions believing it to be the duty of all the Inspectors in the country in a new and necessarily, to some extent, experimental system to make suggestions.

General Observations as to proficiency of Pupils found in Attendance at Inspections made during the year.

Appendix D.

Proficiency of Pupils found in attendance at inspections made during the year.

District 32, Tuam; Mr. McSweeney.—*Reading* (including oral spelling and explanation).—The proficiency in reading, oral spelling, and explanation, is fair. Affectation in reading, which is found to prevail in some districts, is entirely unknown in this.

The practice of committing the select poetry from the books, which has been imposed by the new school programme, makes the pupils recite their exercises for the teachers, and this has improved both the pronunciation and the style of expression in reading and speaking.

Arithmetic.—The proficiency in this branch is fair, as the pupils and their parents prize it more than any other branch of the school course.

The new programme has prescribed a more extensive course of arithmetic, including vulgar and decimal fractions for the Fourth Class, and this authorizes the Inspector to examine more minutely and more fully in this branch, whilst the master is bound to prepare the pupils for such examinations.

Penmanship.—The proficiency in this branch is tolerably fair. In a few schools it is taught with success, but in these instances the masters are proficient in this art and understand how to teach it. In most of the schools the head-lines in the copy-books enable the teachers to get through the exercise with little trouble, and in the few instances in which the pupils possess a facility for writing, the copy head-lines present a good model. To ensure success in this very important department the services of an experienced writing master are required in the central training schools.

Writing from Dictation.—All the pupils from the first upwards are instructed in this branch, and even the senior draft of the First Class receive some instruction in it.

The proficiency on the whole is fair.

Grammar.—The proficiency in this branch on the whole is tolerable. All the classes above the first are instructed.

Geography.—This is a branch which I have always known the pupils to study with pleasure. Even the gaudy colouring of the maps in our schools serves to attract the attention and to excite the fancies of the children.

The pupils learn the extents and relative sizes of the continents and their respective populations, the position of the great mountain chains, the courses of the great rivers, and the nature of latitude and longitude, as well as their uses. A few short and carefully-taught lessons will make the pupils familiar with these particulars, which will be found a great help towards future progress.

Needlework.—I found 824 pupils instructed in this branch.* The pupils are well able to knit, as it is a branch they practice at home. In sewing they are not so proficient, and in cutting-out still less so, as the materials for imparting instruction in this branch are often insufficient.

Extra Branches:—

	Schools.	Number Instructed.	General Proficiency.
Singing,	4	185	Fair.
Agriculture,	4	204	Tolerable.
Manufacture,	18	120	Fair.
Geometry,	18	132	} Tolerable.
Algebra,	14	16	
Book-keeping,	16	72	

* I found this number in 31 schools.

Appendix D. General Observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

Condition and prospects of National Education in the District with suggestions for increasing the efficiency of the Schools.

There are at present 100 schools in this district, everyone of which was in operation during the year except two, whose manager was absent from home during a great part of the year, and who, on this account, could not have selected teachers for them.

Six schools have been added to the roll during the year—four ordinary and two evening schools—but there are still several localities in need of National schools, as those in operation are too remote.

The average attendance per school for the entire district in 1871 is 54.6, and for 1870 it was 55, which clearly shows that although the number of schools has increased six per cent., the attendance per school remains the same, so that the new schools did not interfere with those already in operation.

The number of teachers employed in this district during 1871 was 130; in 1870 the number was 126. Of the former number 40 teachers hold a rank below 3¹, whilst in 1870, 60 teachers held such a rank, thus showing great progress in the teaching staff during the year.

The number of new teachers—that is, parties who joined the profession for the first time—was 16. Of this number the convent schools supplied three from their staffs of paid monitresses; the ordinary National schools supplied seven from their staff of paid monitors, and six from the ordinary pupils of the schools. If the monitorial staff was sufficiently large it would have filled up all the vacancies, and thus afforded a better class of young teachers. I beg to recommend a larger staff of paid monitors for this reason in future.

The introduction of payments determined by results' fees, which was introduced in a limited manner during the past year, filled the minds of the teachers with great expectations; but when they had learned that this scheme referred only to principal teachers, holding ranks below 2², they were much disappointed, but at the same time they candidly acknowledged that the relief was granted to those who stood most in need of it.

In this district 46 teachers holding the rank of 3¹, 13 holding a rank of 3², and four probationers; total of all grades, 63 teachers—not fully 50 per cent. of the entire staff—will be, if deserving, sharers of these fees, whilst 33 assistants who labour side by side with them cannot be participators; and it is much to be regretted that so large a portion of the teaching staff who stand so much in need of relief should have been excluded from any share of the fees they help to earn for the principals of their schools. In addition to this latter number, 34 teachers who hold a rank above 3¹ are not entitled to a share of the fees.

The duty of making inspections for results' fees will diminish the number of inspections capable of being made in a given time by 50 per cent., or nearly, compared with the number made for reports S¹ or S².

There are on an average 100 schools for every school district, and assuming that four inspections for results' fees can be made every week, twenty-five weeks of the year will be occupied in such inspections, thereby leaving only half the entire year for such other inspections of the schools as the Commissioners may require. When the time for the annual examinations of the teachers and of the paid monitors is deducted from this remaining half of the year very little over four months will remain for extern inspection, so that a new term division of the year for inspecting all the schools should at once be struck out, in order that as

Inspector may be able to judge of the amount of work to be disposed of in a given time, and thus make arrangements for performing it. It is quite clear that the old division of the year into three terms would not suit the present duties of inspection.

General Observations as to proficiency of Pupils found in Attendance at Inspections made during the year.

Proficiency of Pupils found in attendance at inspections made during the year.

District 33, Mullingar; Mr. M. R. Molloy.—*Reading* (including oral spelling and explanation).—The degree of proficiency observed in the pupils' style of reading throughout the district may be regarded as satisfactory.

The reading of the senior classes is characterized by fluency, and fair degree of intelligence, while the junior pupils receive more attention in this important branch than formerly.

Phrase spelling is now extensively practised. In the teachers' mode of explaining to the pupils the subject-matter of the lessons read daily, no appreciable change has taken place. This is one of the least satisfactory points in the school course.

Arithmetic.—Practical arithmetic continues to be well taught in the great majority of the schools. Marked attention has been paid, by nearly all the teachers, to the junior classes in notation and the elementary rules.

Penmanship.—In penmanship a slight improvement is observable as compared with the results in the previous year.

Writing from Dictation.—Writing from dictation is carefully attended to. The exercise copies of the senior pupils contained evidence of considerable progress.

Grammar.—The requirements of the *Programme of Instruction* in Grammar have been fairly carried out.

Geography.—In the majority of the schools the senior pupils display a fair acquaintance with the outlines of the map of the World, and the maps of Europe and Ireland. Their knowledge of the text-book is very slight.

Needlework.—Plain sewing and knitting are carefully taught in nearly all the female schools. Complaints of the difficulty of inducing the pupils to bring materials for needlework are now seldom heard.

Extra Branches:—

	Schools.	Number learning.	General Proficiency.
Singing,	7	267	{ Satisfactory in the convent schools, and very fair in the other schools.
Drawing,	7	168	
Agriculture,	9	91	Mediocre.
Memorisation,	7	55	Very fair.
Geometry,	6	10	Fair.
Algebra,	3	19	Low.
Book-keeping,	4	7	Fair.
Reasoning,	1	2	Low.

General Observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

Condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

On the whole it may be stated that a fair degree of progress has taken place in this district during the past year, especially taking into consideration the unsettled state of the teachers' minds in consequence of their claims for increased remuneration not having been satisfied.

The instalment granted in the shape of "results' fees" in the case of third class teachers and probationers, has been so distributed as to content very few of these teachers, while the fact of those in the higher

Appendix D.

Condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

classes having been overlooked (owing to Parliament not having placed sufficient funds at the disposal of the Commissioners of National Education) has naturally tended to increase the dissatisfaction of the teachers ranking above third class.

Having recently completed the examinations for results' fees in 67 schools in this district conducted by third class teachers or probationers, I find on summarising the particulars, that 3,247 pupils were presented for examination, and that 58.7 per cent. of these pupils had attended 90 days or upwards, during the twelve months preceding the examination, while the attendance of 41.3 per cent. had fallen below 90 days. In 13 schools the majority of the pupils presented had attended considerably less than 90 days.

Notwithstanding the disadvantages under which the teachers laboured in dealing with the new programme, and the comparatively brief notice for the assembling of the pupils, I find that the total amount earned in results' fees in these 67 schools was £499 8s. 6d., or, on an average £7 9s. 1d. per school, and 5s. 2d. per pupil of those who had attended 90 days or upwards. These results would obviously be higher if the teachers were afforded a full year to prepare for the examinations.

The programme issued in connexion with the examination for results' fees will doubtless be modified on the basis of the experience gained in conducting these examinations.

It is to be hoped that the Commissioners' desire to improve the condition of the teachers will, without further delay, meet with a proper response in Parliament—otherwise the dissatisfaction which so largely prevails amongst the teachers may degenerate into a feeling productive of very injurious results to the interests of popular education in Ireland.

Proficiency of Pupils found in attendance at inspections made during the year.

General Observations as to proficiency of pupils found in Attendance at Inspections made during the year.

District 34, Galway; Mr. Hamilton.—*Reading* (including oral spelling and explanation).—Reading and oral spelling are pretty fairly taught in most of the schools in this district. Explanation, however, is by no means well attended to. This is the more to be regretted, as in many of the schools the children at entrance are wholly unacquainted with English.

Arithmetic.—In general this subject is taught with only moderate success. In the course of my inspections I found in very many cases that pupils failed in accuracy of working, even when it was evident that they were fully acquainted with the different steps necessary to a solution. This I attribute partly to the neglect of arithmetical tables by the junior classes, and partly to the readiness with which teachers accept solutions which are only partially worked out.

Penmanship.—Writing is fairly taught in a majority of the schools. In a few the style of penmanship is very creditable. In some schools good writing is rendered all but impossible, owing to the desks being unsuitable and in bad repair, while in a few cases the unsatisfactory proficiency of the pupils is to be attributed mainly to the want of a proper supply of stationery.

Writing from Dictation.—On the whole this subject is taught with very fair success. I am glad to find that the number of cases in which paper is used appears to be on the increase.

Grammar.—Except in a few schools this subject is not taught with much success. Very often the naming of the parts of speech by a class is a succession of mere guesses, some of them correct, others absurdly wide of the mark.

Geography.—I do not think that this subject receives much attention. I commonly find that the answering in grammar, poor as it is, is rather better than the answering of the same pupils in geography. Not unfrequently indeed the teacher has only too good an excuse for the shortcomings of his pupils in the condition of the maps, which in many schools are so much defaced as to be almost worthless.

Needlework.—In the convent schools and in a few others needlework is successfully taught, but in a considerable number of schools under female teachers the proficiency attained is far from being satisfactory.

Extra Branches:—

	Schools.	Number learning.	General Proficiency.
Singing,	8	733	Fair.
Drawing,	3	140	Pretty fair.
Mensuration,	14	35	The instruction in these branches is merely elementary. The Model schools are not included in this table.
Geometry,	11	38	
Algebra,	7	23	
Book-keeping,	11	37	

Appendix D.
Proficiency of Pupils found in attendance at inspections made during the year.

General Observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

My connexion with this district has not been long enough to enable me to become fully acquainted with the circumstances of all the schools. I have no difficulty, however, in arriving at the conclusion that one considerable hindrance to the progress of education is the unsatisfactory condition of the school-houses. In that part of my district which extends into Connemara the schools in general are badly built, badly floored, and badly furnished. In two or three cases the state of the houses is such that it would almost seem better to have the schools struck off the roll. This I feel to be an extreme measure, but it may be justified in cases where the minimum qualifications, which the Board will tolerate, form a standard beyond which there is no effort to advance.

General Observations as to proficiency of Pupils found in Attendance at Inspections made during the year.

District 35, Ballinasloe; Mr. O'Neill. — I have only to remark, in general terms, that the proficiency in the different subjects of the school course, as shown by the results of my inspection during the year 1871, is of nearly the same character as that noted under each head for the year 1870, perhaps a shade lower in grammar and geography.

Extra Branches:—

	Schools.	Number learning.	General Proficiency
Singing,	6	423	Good.
Drawing,	5	145	Fair.
Agriculture,	15	130	Fair.
Mensuration,	12	32	Tolerable.
Geometry,	13	39	Pretty fair.
Algebra,	6	17	Poor.
Book-keeping,	8	20	Fair.
Physical and Applied Science,	1	15	Very good.

Proficiency of Pupils found in attendance at inspections made during the year.

General Observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

The year 1871, forming what may be called a "transition era" in the educational arrangements of the schools connected with the National Board, I do not deem it advisable, on this occasion, to enter into any lengthened discussion on the condition and prospects of National education in this district; the experience that I have had in the practical

Condition and prospects of National Education in the District, &c.

Appendix D. working of the new system being as yet too limited to justify me in putting on record any inferences that I may have drawn with regard to its probable effects on our schools.

Condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

I may state, however, that, short as my experience is, it is sufficient to show the weakness of one of the stock objections urged against the results' system—viz., that teachers would occasionally suffer serious pecuniary loss by the absence of some of their best pupils on the day of examination. I have now examined, on the results' system, more than one-half the schools of this district, and these the most disadvantageously circumstanced; yet I can confidently say that, of the pupils whose attendance qualified them to earn payments for the teacher, scarcely any failed to attend on the day notified for my visit.

I can also state that a classification of the schools according to their value, as tested by the results' examination, would correspond very closely with the estimate I had previously formed as to their comparative efficiency.

The new "results' programme" may, in my opinion, be advantageously modified in many respects—the most important being an increase in the number of grades, or standards, so as to admit of a child who attends with fair regularity, passing from one grade to another with a year's preparation. A grade introductory to the present first-class standard is, I think, necessary. If introduced, teachers might be allowed the option of preventing children under seven in this grade, or as infants; but to encourage them to adopt the former alternative, the payment earned by a "full pass" in this introductory standard should be somewhat higher than the fee payable for infants. Many other changes and modifications suggest themselves to me; but I think it better to defer their discussion until further experience shall enable me to test their value.

Before closing this report, I feel myself called upon to state that some change in the mode of appointing teachers to workhouse schools seems necessary to prevent these schools from being characterised, as a class, by inefficiency. Under the present system of election merit is very frequently left altogether out of consideration; and candidates whose unsatisfactory antecedents would prevent any individual manager from selecting them to take charge of a school, being sometimes elected by a Board of Guardians in preference to highly-qualified and efficient teachers, who had not sufficient local influence to secure a majority of votes.

Proficiency of Pupils found in attendance at inspections made during the year.

General Observations as to proficiency of Pupils found in Attendance at Inspections made during the year.

District 36, Parsonstown; Dr. Brown.—*Reading* (including oral spelling and explanation).—The proficiency in reading continues to be progressive. The number able to read First Book only is slightly lower than in 1870, but a greater number were able to read the more advanced books, and in all the constituents of good reading the improvement is greater than these numbers indicate. Indistinctness is not by any means as prevalent as it used to be, and the reading is generally fluent and intelligent. Reading at home is now more practised than formerly and the increased intelligence of the children has a beneficial effect on the style of reading. The worst readers are adult pupils whose education was neglected in childhood, and whose attendance is confined to two or three months in the winter. The general ignorance of such pupils and their limited knowledge of the language retard their progress in this branch more than in any other.

Oral spelling is fairly attended to, and the answering on the subject-matter of the lessons is greatly improved.

Arithmetic.—The table of proficiency shows considerable improvement in arithmetic under every head, and I have no doubt it represents a real progress that is going on in the schools. At the same time the examinations on results show more failures in this branch than in any other—in fact nearly as many as in all the others taken together.

Several causes probably contribute to this unsatisfactory result. The schools hitherto examined on results are under unclassified or low-classed teachers, several of them inexperienced and in point of efficiency much below average. The examinations have been held at an unfavourable period of the year, when many of the children have been brought in for the occasion, after long absence, and the teachers had the results' programme a very short time before the examination—too short to bring the children up to its requirements. Their deficiency, however, appears greater than it really is, as I have no doubt a large proportion of the failures was due to want of practice in working sums on paper. When the teachers know what is required, and have had sufficient time to prepare for these examinations, there will be fewer failures. The ground-work has been well laid in the careful teaching of notation and the simple and compound rules. Most of the failures have been in reduction and proportion, and among children of third class.

Pennmanship.—Writing is rather neglected in First Class and Junior Second. There is rarely any systematic instruction in writing on slates; making figures appears to constitute the greater part of that exercise; hence the failures are numerous in the junior division. But in the higher classes there is improvement and satisfactory progress. The degree of excellence attained by the pupils in different schools varies considerably, as the amount of supervision which the teachers bestow on this exercise is very different, but on the whole the proficiency in this branch is very fair.

Writing from Dictation.—I do not think writing from dictation has improved during the past year. The numbers who acquitted themselves tolerably or well are almost the same as in 1870; but I notice in the dictation exercises on paper numerous errors in the division of words into syllables, and an almost total neglect of punctuation. I have directed the attention of teachers to these defects and expect to find improvement soon.

Grammar.—The proficiency in grammar appears also to be nearly stationary. The total number of passes exceeds the number able to read third or higher books, but there are few who have a clear knowledge of syntactical parsing.

Geography.—The answering on geography was better than I ever found it before in this district. I attribute this improvement mainly to an increased supply of good new maps. There was difficulty and too long delay in replacing the old free stock maps by new ones, but during the last two years almost all the schools have purchased a good supply. The interest in geography has revived, and there is encouraging progress.

Needlework.—There is remarkable improvement in every department of needlework. The supply of suitable materials continues to improve, the instruction is more systematic, and in schools where this branch is taught, all who are of suitable age now learn. I cannot say that there is any marked defect in the teaching of needlework in any school in this district, and from the increased attention now given to it I have no doubt present attainments will be far surpassed in future years.

Appendix D.

Extra Branches.—

Proficiency of Pupils found in attendance at Inspections made during the year.	Schools.	Number learning.	General Proficiency.
Singing,	12	678	Fair.
Drawing,	13	569	Good.
Agriculture,	24	278	Fair generally.
Mensuration,	28	168	Fair.
Geometry,	28	115	Fair.
Algebra,	22	74	Tolerable.
Bookkeeping,	15	65	Tolerable.
Trigonometry,	3	13	Fair.
Physical and Applied Science,	1	12	Fair.

Condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

General Observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

The state of education in this district may be briefly described as *slowly progressive*, both as regards the attendance of children and proficiency. The progress is not very perceptible in a year or two, but if we include a period of four years there is unmistakable evidence of improvement. In 1868 the average attendance was 4,790; in 1871 it was 5,217—that is, an increase of nearly nine per cent., although there is probably no increase in the population.

A comparison of the tables of proficiency for the same years gives an equally satisfactory result. The numbers who passed in the highest grade of the three most important subjects, reading, writing, and arithmetic, are as follow:—

Able to read Third or higher Books in 1868,	981	or 18.0 per cent. of number examined.
1871,	1,167	" 23.0 " "
Able to work sums in proportion, &c., in 1868,	448	" 12.0 " "
1871,	641	" 18.1 " "
Able to write a good hand in 1868,	287	" 7.6 " "
" " 1871,	395	" 11.4 " "

There is still a considerable number of children of the school-going age in towns and villages who attend no school. The parents of these children are poor, but it is owing to their carelessness rather than their poverty that their children are growing up in ignorance. There is no want of school-accommodation—they would be admitted free, most of them are unemployed, and yet they do not go to school. It is difficult to see how these children can be reached under our present system. Their compulsory education would be a blessing both to themselves and society.

During the past year several school-houses have undergone extensive repairs, and in several the school furniture has been repaired or renewed. One new school-house has been built, and arrangements are in progress for building four others—three to replace old and unsuitable houses, and one where no school previously existed.

As the change in the mode of determining the amount of teachers' salaries, by having a part fixed and a part dependent on the "results" of their teaching, has been very recently introduced, and is but partial in its operation, I consider it prudent to defer making any observations on the influence it is likely to have on the state of education, till the plan has had a fair trial. As regards the effect this change will have on the income of teachers from the State, I may remark that the "results' payments" will increase very materially the salaries of efficient teachers if the scale of fees set forth in the programme be fully paid.

District 37.—No observations. Inspector died before close of year.

General Observations as to proficiency of Pupils found in Attendance at Inspections made during the year. Appendix D.

District 38, South Dublin; Mr. O'Carroll.—*Reading* (including oral spelling and explanation).—Reading, as hitherto, very fair in the girls' schools, especially the convent schools, in the boys' schools not so good. Oral spelling fair. In all the schools the pupils are deficient in explanation.

Proficiency of pupils found in attendance at inspections made during the year.

The per-centage of marks for reading in 1870 was 87; but in 1871 only 81.

Arithmetic.—In proportion to the number, there has been marked improvement in this branch.

The per-centage for 1870 was 74; in 1871 it was 89.

Pennmanship.—In this branch also there has been considerable improvement compared with previous year.

In 1870 out of 3,196 examined, only 1,145 obtained marks, while out of 2,715 examined in 1871, marks were given to 1,200.

Writing from Dictation.—Stationary; the per-centage for 1870 and 1871 being 69.

Grammar.—Some slight improvement.

The per-centage of marks for 1870 was 51; the per-centage for 1871 was 54.

Geography.—Geography now required only from the senior classes. I cannot point out any improvement in this branch this year. For 2,200 examined in 1870 the marks were 1,273. For 2,883 examined in 1871 the marks were only 1,202. However, in the highest class there has been some improvement.

Needlework.—Improved.

For 2,121 examined in 1870, the marks were	1,327
For 1,709 " " " " " " " "	1,271
The per-centage in 1870 was	62
" " " " " " " "	1871 " 74

Extra Branches:—

	Schools.	Number learning.	General Proficiency.
Singing,	37	4,125	} In general merely elementary.
Drawing,	10	316	
Mensuration,	2	20	
Geometry,	3	4	
Algebra,	1	1	
Book-keeping,	2	20	
Physical and Applied Science,	1	16	

General Observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools. Condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

I have little to add to my remarks in the former year. The schools are rather stationary in attendance and proficiency. Much progress cannot be expected until some change for the better is made in the salaries of the assistants and monitors.

In St. Catherine's male, a large school, there is now only one assistant, formerly it had two or three. In Harold's-cross only one, and no monitor, it should have, as hitherto, two assistants. In Haddington-road, and Dundrum male no assistant at all. In Rathmines male and Edmondstown neither monitor nor assistant teacher. Under such circumstances, with but one teacher, the classes cannot be taught as required, nor can the time-table be complied with.

The Managers rarely give local aid to assistants, and where they do give it the aid is so small that in those days no young man of good attainments can be expected to accept the situation of assistant in a National school. Towards the close of the year there was a great deal of sickness in the city, and the attendance in the schools declined.

Appendix D. General Observations as to proficiency of Pupils found in Attendance at Inspections made during the year.

Proficiency of Pupils found in attendance at inspections made during the year.

District 39, Carlou ; Mr. Hanlon.—*Reading* (including oral spelling and explanation).—There has been very fair progress made in reading during the year in all the schools throughout the district. In few instances, indeed, is a finished style of reading to be met with, but in general the pupils of the different classes are able to read with fluency, correctness, and a fair amount of intelligence. There has been an increase of 9 per cent. in the number of pupils able to read the different lesson books, over what I found having the same amount of proficiency in the previous year.

Spelling and explanation do not appear to receive the attention either from teachers or pupils, which their importance demands. I have been careful to direct the special attention of the teachers to this defect at my several visits, but as yet I cannot say that my observations or suggestions have been attended with much results. I have had a very large number of failures in spelling in those schools which have been examined by me for results' fees, and I have been very careful to point out to the teachers of these schools the pecuniary loss to themselves which these failures involve ; so that I hope from this practical method of showing the teachers the necessity of giving increased attention to the teaching of spelling and explanation in their schools, that a material improvement will be made in these subjects during the current year.

Arithmetic.—Although there has been fair improvement this year over last, in the number able to work the different arithmetical exercises required for the secondary No. 1 report, nevertheless, arithmetic is far from being in a satisfactory state in the schools of this district. I have met with a greater number of failures in arithmetic, in my examinations for results' fees, than in any other subject specified on the programme. This arises from the imperfect and mechanical manner in which arithmetic is taught in most of the schools. It is to be hoped that the less to the teachers, arising from these failures, will have the effect of making them more alive to the necessity of adopting better and more successful plans for the teaching of this subject in future.

Penmanship.—The improvement in penmanship during the past year has been on the whole satisfactory, both as regards the quality of the writing, and the number learning to write on paper. All the pupils, from the senior draft of first class upwards, use paper in learning to write. In the senior draft of first class the pupils use No. 1 of Foster's copies, and in general make a good attempt at imitating the headlines—the junior draft of second class write on No. 2, and the senior draft write very fairly on No. 4 of the same series. The pupils of the third and fourth classes are in general able to write a good legible hand. The comparatively satisfactory state of this subject is principally owing to the use of the excellent copy-books of Mr. Foster. A better supervision on the part of the teacher, and a more careful imitation of the headlines by the pupils, would be attended with still more satisfactory results.

Writing from Dictation.—Writing from dictation is taught in all the schools of the district from second class upwards, and with tolerably fair success. Greater attention, however, to oral spelling, and especially to the spelling of phrases, is still required. To secure a pass for spelling in the examination for results, it is necessary that the pupils, even in second class, should be able to copy sentences on paper, and to write from dictation ; so that teachers will find it necessary in future to make their pupils commence these exercises sooner, and to give them greater attention than were formerly done. It is, therefore, not unreasonable to expect very

material improvement during the current year in this important branch of the school course. Appendix D.

Grammar.—There has been an improvement of 9 per. cent made this year in the number who passed in grammar over what I returned last year; still the subject is not by any means successfully taught in the schools of this district. The knowledge of grammar possessed by the pupils is in general confined in the lower classes to naming the parts of speech in a mechanical manner, and in the higher classes to parsing an easy sentence; but anything like a fair knowledge of the text-book is rarely to be met with. Proficiency of Pupils formed in attendance at inspections made during the year.

Geography.—There has been very fair improvement made in geography during the past year. A better knowledge of the maps prevails among the pupils, while at the same time they are able to express their answers better, and in more geographical language than what I found in this respect last year.

Needlework.—I found this year 493 girls "able to sew neatly," 540 "able to knit a stocking," and 122 "proficient in cutting-out," while the numbers returned by me last year as being proficient in these branches were respectively 455, 471, and 80. This shows a decided improvement, yet much more satisfactory results might have been realized by increased attention on the part of the workmistresses to the teaching of the useful kinds of needlework, and also to the keeping up of a better supply of work materials in their schools.

Extra Branches:—

	Schools.	Number learning.	General Proficiency.
Singing,	8	384	Tolerably fair.
Agriculture,	1	30	Very fair.
Memorisation,	6	50	Poor.
Geometry,	6	50	Poor.
Algebra,	6	32	Poor.
Book-keeping,	1	4	Poor.

General Observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools. Condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

The number of well-conducted or efficient schools in this district is few; many of them are scarcely above mediocre, while a large majority of them are decidedly bad. Few of the teachers have received the training, or are possessed of the method or skill in teaching, so necessary to ensure success. There are 121 teachers of all grades in the district, and of these, 80 have received little or no training for the efficient discharge of the important duties they have undertaken. The consequence of this state of things is, that nearly all the subjects of the school course are taught in a routine, mechanical manner. The teachers are, however, not so much to blame for this, for they are prohibited from attending the training establishment, and if any of them are rash enough to avail themselves of this method of improving in schoolmastership, they find themselves deprived of their situations when their course of training is over. But there is another method of improving their knowledge, and raising their classification, which I do not find them so anxious to avail themselves of as they ought, namely, by study. Scarcely any candidates for promotion have presented themselves for the two years I have been in charge of the district, and while all teachers are loud in their demands for improved salaries, scarcely any of them are found willing to adopt this means of raising their social position, and adding to their yearly incomes. The number of properly qualified teachers is every year de-

Appendix D.

Condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

creasing, and although there are several vacancies for both principal and assistant teachers in the district, yet it is found impossible to induce qualified persons to undertake the duties; because the emoluments of the situations are so very poor, and in consequence, those who do offer themselves, are found to be totally unfit for anything like an efficient discharge of the duties of teaching. The remedy for this state of things appears to me to be to increase the teachers' salaries, so as to make their position at once respectable and comfortable, and thus induce well educated and properly qualified persons to enter the service.

The scheme of payment by results, which was introduced in the end of last year, is, no doubt, a step in this direction, and must act very beneficially upon the state of education in our schools, by causing the teachers to be more earnest in the discharge of their duties, and more anxious to avail themselves of the best and most successful methods of imparting instruction to their classes. But payment by results will not be effective unless some means be employed for securing a more regular attendance on the part of the pupils. Parents are very careless and indifferent regarding their children's attendance at school, and often keep them at home upon very slight and trivial pretences. Even on the days of examination for results, when previous notice of the Inspector's visits had been given, I have remarked many children playing about in the immediate vicinity of the schools, who should have been present, and whose attendances would have been sufficient to earn result fees for their teachers, had they been at school. The remedy for this appears to me to be compulsory attendance of the pupils, and a local school rate in aid of the teachers' salaries.

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Proficiency of Pupils found in attendance at inspections made during the year.

General Observations as to proficiency of Pupils found in attendance at inspections made during the year.

District 40, Bray; Dr. MacSheehy.—In consequence of the partial introduction of the "results" system—in accordance with which I examined towards the close of 1871, forty schools—thirteen schools out of 100 in the district remained unexamined for the "Secondary No. 1" report. Some of these schools being among the largest in the district, it happened that only 4,907 pupils, against 5,940 in the previous year, were examined for the detailed report "S¹." The basis of comparison with former years was thus materially altered.

The general character, however, of the pupils' proficiency did not prevent any appreciable difference from that described in my report for the year 1870. Upon this account, and as the system of inspection is entering upon a new phase, I do not at present find myself in a position to offer any observations likely to prove useful, with reference to the details of instruction.

Extra Branches:—

	Schools.	Number learning.	General Proficiency.
Singing,	9	459	Very fair.
Drawing,	2	56	Very fair.
Agriculture,	36	267	Moderate.
Mental arithmetic,	19	40	Moderate.
Geometry,	5	35	Very limited.
Algebra,	2	11	Fair.
Book-keeping,	9	31	Moderate.

General Observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

Appendix.
Condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

The numerous changes of teachers which have occurred during the year, and their attendant circumstances have afforded fresh evidence of that unsettled and discontented feeling which has already been so often mentioned in the reports of Inspectors, and have shown that in this part of the country the calling of school-master has become very unpopular with young men of the class from which vacancies were formerly supplied.

For six schools in which male teachers were required no eligible persons offered from within the district. Men from other districts were appointed after considerable delay in some instances, and of these six teachers two have since left the service, and another the district. Twenty-four changes of teachers took place during the year, affecting twenty-nine principals and nine assistants. These were completed changes, the vacancies having been filled up; in addition, four principal teacherships remained vacant at the end of the year for want of suitable candidates. One of these vacancies existed for the whole year, a second dated from July, and the two others from October. The district no longer supplies its schoolmasters; and teachers from the distant places generally make but brief stay. Many, no doubt, are imbued with a nomadic spirit; but in most cases the constantly increasing cost of living, and the difficulty of maintaining sufficient attendances in rural districts, the population of which is steadily decreasing, are the two substantial reasons for migration.

Young men of intelligence and enterprise are anxious to have their posts for commercial situations, or for appointments in the Civil Service. As regards the general body, however, the men of middle age, and those whose homelies restrain them from trying to mend their fortunes in new spheres, I have recently seen indications of hope revived by the instalment of higher remuneration granted in the shape of results' fees.

General Observations as to proficiency of Pupils found in Attendance at Inspections made during the year.

Proficiency of Pupils found at inspections made during the year.

District 41, Portlannington; Mr. Coyle.—*Reading* (including oral spelling and explanation).—Reading is improving, but rarely can be characterised as intelligent, even among the higher classes, few of whom possess a knowledge of language, the connexion and dependence of clauses and subordinate sentences, to make it so.

Many pupils of second, third and fourth class can read a plain narrative or piece of poetry fairly in a plain mechanical way, attending to the stops marked in the books and with a not very faulty cadence. There is a considerable improvement in pronunciation, fair and rather successful attention being paid to the vowel sounds and the correction of popular local errors.

Oral spelling is generally well attended to by teachers and pupils.

In explanation there is scarcely any perceptible progress, very few of the teachers having the knowledge or ability to lead the pupils to learn it.

Arithmetic.—This subject is in a fair state generally. As an art it is fairly taught, but as a theory the results are not satisfactory even amongst the more advanced classes.

Penmanship.—There is considerable improvement in writing, and the improvement is likely to increase.

Appendix D.

Proficiency of Pupils found in attendance at inspections made during the year.

The chief defect in teaching it is a want of sufficient superintendence on the part of many teachers, especially as regards the junior classes.

Writing from Dictation.—The progress making in this subject may be regarded as satisfactory. It receives considerable and daily increasing attention.

I think its being taught to second class is injurious to improvement in penmanship without any compensating advantage.

That class should be exercised, in my opinion, only in copying or transcribing, which would be useful if judiciously and carefully directed and superintended.

Grammar.—There is hardly any appreciable improvement in this subject. As a rule it is not skilfully taught.

Few of the teachers have a sufficient knowledge of it.

Geography.—This subject also is judiciously taught only by a very small number of teachers.

Whatever knowledge of it has been attained is of the merest mechanical superficial unintellectual character.

The pupils in few instances attend to it, except in class, when called up to the maps. I rarely find an instance of pupils having atlases or maps for reference and study at home, and their attention to text books dull and uninteresting to children without maps, is very trifling and unprofitable.

Needlework.—Generally in a satisfactory state—very much so in some schools.

Extra Branches:—

	Schools.	Number learning.	General Proficiency.
Singing, . . .	16	1,066*	Good. Three of the 16 get no gratuity, results not being satisfactory.
Drawing, . . .	8	476	Fairly taught.
Agriculture, . .	2	17	Middling.
Mensuration, . .	14	37	Trifling in extent; good in 1 school.
Geometry, . . .	8	19	Do. do.
Algebra,	10	29	Do. do.
Book-keeping, . .	3	15	Trifling in all.

The agricultural class book is taught only in seven schools.

The Board's class book is alleged by all the teachers to be too difficult, few of the pupils attaining sufficient knowledge of the ordinary lesson books to enable them to grasp its difficulty of style and illustration. I merely state the opinion universally expressed of it in answer to my questions, whether it is read.

General Observations as to proficiency of Pupils found in attendance at Inspections made during the year.

District 42, Gort; Mr. Nicholls.—*Reading* (including oral spelling and explanation).—One inspection a year has hitherto been devoted to the collection of educational statistics. This useful work was interrupted by the introduction in October of a new plan of examination, rendered necessary by the conditions attached to the Parliamentary grant in aid of the third-class teachers' salary. I had, however, collected statistics for seventy-three schools, and in the remarks which follow I shall avail myself of these as fairly representative of the work done in the National schools of the district.

Of 3,827 children examined in reading, 808 were over twelve years of age, and 790 showed themselves able to read the higher lesson books in a satisfactory manner. It is desirable to state what points I take into

* Variable.

consideration when passing judgment on the reading in the Third and higher Books. They are—first, strict adherence to the text; secondly, facility, that is, no halting to make out the more difficult words; and thirdly, intelligibility, by which I understand such correctness of pronunciation, attention to stops and pauses, and clearness of enunciation as will make the reading easily intelligible through the ear alone. It will be observed that this standard does not demand expression, or make a brogue inexcusable, when it does not interfere with the intelligibility. But in the best schools I have heard expressive and animated reading of some of the most trying lessons of the Fourth and Fifth Books.

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Such instances however are rare. The explanation of words and phrases is not sufficiently attended to, or well enough taught, to make intelligent reading common. As the teacher's range of knowledge is generally limited to his school books, he seldom has ready command over a vocabulary adequate to the purposes of explanation, and illustrations drawn from other sources are hardly ever heard from his lips. The absence of love of knowledge which is implied in this statement should not be a matter of surprise. The low standard of attainments permits, and the small salaries necessitate the admission into the teaching service, of a number of men whose intellectual and physical capabilities would bring them but very poor wages in any labour market. Hence (save in a few exceptional instances) want of taste and talent unites with poverty in confining the book purchases of the teachers to those publications of the Board which they are compelled to get for their schools, and to study for their examinations.

Arithmetic.—In this important subject the success of the teachers is not commensurate with the time and labour bestowed. This results from insufficient employment of class-teaching in the explanation of principles, and an injudicious haste in pushing children into the higher rules.

Penmanship.—Results good, except in very few cases. The success with which this important subject is taught in some schools is very satisfactory. In the boys' school at Killaloe, 103 attended the examination. There were 59 boys of 9 years of age and upwards, 66 wrote fairly, and 26 of these wrote a good hand with ease and freedom. It may be of use to note the causes which conduced to these results:—

1. All were learning to write.
2. Nearly all were writing on paper.
3. During the writing lesson of each class the attention of one teacher is wholly devoted to it, in supervision, explanation, and illustration.
4. One style only is adopted. (In this, as in nearly all the successful schools, Mr. Vere Foster's series of copy-books, and none others are used. For examples of girls well taught thereby, take the Liscannor and Loughcutra female schools, in which, although rural schools, the proportion of passes is nearly as great as in Killaloe male.)
5. I invariably make a searching examination of the copy-books, writing, in cases of marked merit, a note of my approbation with signature.
6. The senior division of the second class, and all in the upper classes write dictation on paper, and are made to do it carefully.
7. The teacher is enthusiastic in his work, and his spirit gives tone to the school.

Writing from Dictation.—The numbers returned in the S^t reports as "able to write with ease and correctness" sentences selected from the Third or Fourth Books, are 251 boys and 244 girls. Many of my colleagues have adopted, as a useful means of comparison, the number of

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pupils over thirteen years of age as the standard number of passes. Two hundred and thirty-two boys and 178 girls according to this standard ought to have passed. In this exercise, as in reading, the girls were better than the boys. This standard however is low, and a much higher proficiency should be attained.

Grammar.—The teachers are not generally successful in teaching grammar. This results from want of teaching ability, and is not so much to be attributed to incapacity in the children as has been usual. For in schools conducted by industrious and capable teachers, the standard I have adopted at the suggestion of Mr. Patterson, Head Inspector, has been often attained, and is sometimes surpassed. The standard used is that a boy of nine should be able to distinguish the nouns, the verbs, and the adjectives in easy sentences; that at eleven he should pass in all the parts of speech; and that he ought to be able to parse any ordinary sentence at the age of fourteen.

Geography.—The results of my examination of the schools in geography are unsatisfactory. This is the teachers' fault. It is idle to attribute the failures in this subject to want of interest on the parents' part, for in some schools, in no way exceptional, save as regards the intelligence and zeal of the teachers, much success is attained. Thus, for example, in the girls' school at Loughcutra, out of 72 in attendance only 16 failed to pass on the map of the World, and of these 14 were under nine years of age. In the maps of Ireland and Europe, 20 passed. Cases of success in geography are however much rarer than in grammar.

Needlework is taught in sixty-eight schools. In this useful branch I have to record a marked improvement. A greater number of girls have been brought under instruction, and a better quality of work has been produced.

There are but nine where Workmistresses in the district.

Thirteen mixed schools have no industrial department, as the average attendance does not qualify them for a grant in aid of salary to a work-mistress.

Extra Branches:—

	Schools.	Number learning.	General Proficiency.
Drawing,	2	200	Poor. The children appear to have little taste for music.
Singing,	2	51	Poor—from inefficient teaching.

Condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

General Observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

The district of which Gort is the centre forms an irregular figure extending from the Atlantic coast of Clare to Lough Derg, and having for its angular points Ganty, near Athenry, Whitegate, Killaloe, Rinnenn, near Miltown Malbay, and Black Head. The population is wholly agricultural, and the attendance at the schools has been injuriously affected by the increased scarcity of labour, value of money, and rise of wages. Emigration too has in some places thinned the population. From the last cause, Kilmaedagh school, which some years ago had an average attendance of sixty-five pupils, has now been reduced to twenty-six. Several similar cases might be cited.

But the energy of some of the Roman Catholic clergy, the exertions of the schoolmasters, and much more the anxiety of the people for the education of their children, have turned the scale against the adverse

circumstances I have mentioned; and there is now, at the close of 1871, a larger number of schools than in the preceding year, with considerably increased average attendances. In 1870, there were 108 schools in operation, with an average attendance of 5,182 children, being 48 per school. In 1871, the number of schools in operation was 112, the average attendance being 5,909, or nearly 53 to each school.

There are six applications for aid now before the Board, and I have reason to believe that more will be forwarded within a short time.

The schools are slowly increasing in efficiency. Writing is much better taught. Reading shows some improvement. A smaller proportion of the children examined failed under the dictation test. In arithmetic, progress has been made in correctness and quickness of work; but there is room for much improvement in the application of principles. In grammar, geography, and the explanation of phraseology, equal success has not, I regret to report, been attained. In all schools in which there are female teachers, plain sewing is taught to every girl capable of holding a needle. Much more attention is paid to this valuable branch of instruction than appears to have been given to it in previous years.

There have been few changes in the teaching body. The opening of the Inland Revenue and other Civil Service appointments to public competition has taken away some promising young men, and it has been found difficult to supply their place. On the other hand, there is an over-supply of female candidates. The Workmistresses are now reduced to nine, and, where possible, it is desirable that they should be supplanted by assistants; the needlework being taught with more method, intelligence, and success, by those whose minds have received some training in the practice of teaching, and some knowledge of its general principles.

In my report for 1867, I suggested "that to every teacher there be secured a certain minimum salary according to class, and an additional sum to be regulated by results." This stimulus has been applied to the third-class teachers since October. It is too soon to comment on the working of the plan adopted. I should note, however, that it is unpopular amongst the men whom it benefits. There are several causes for this. (1.) When the amount of work to be done is limited, workmen do not like being paid by the piece, except when an inferior quality of work can be primed off; for in such cases employers who want good work prefer to pay by the day. This is the case with painters, for example. Now, in our examinations for results, the quality is tested as well as the quantity. (2.) The greater part of the third-class teachers never rise higher, and they are consequently men who are deficient in ability, or (more rarely) in industry, or both. (3.) The objections urged are the same as those brought against a system of *total* payment by results, and do not apply to a system of rewards for efficiency, super-added to the fixed salaries. It is not surprising that men who are rarely able to master the *Easy Lessons on Reasoning* should fail to see this distinction; but it is curious that they should at the same time complain of the withdrawal of the premiums for cleanliness, order, and efficiency. Perhaps, however, this inconsistency may be considered as proving that the gist of the objections lies against the *completeness of the test of efficiency* now introduced.

It is, however, due to the teachers generally to state that they are an honest and industrious class of men. Their example is, for the most part, an unconscious teaching of the spirit of forbearance and good-will. Of the 150 under my inspection, there is but one of whose habitual sobriety I have a doubt.

The additional time taken up under the new plan in inspection and in

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the examination at home of the written answers of the pupils will necessitate a reduction of the number of regular inspections. The paramount importance of having the accounts correct, and of seeing that the attendance returns in particular are reliable will increase the need for a large number of incidental visits.

I conclude with a brief enumeration of some reforms, which appear to me obviously desirable.

1. Simplification of the system of classifying and promoting teachers.
2. Raising the standard of examination for probationers.
3. Requiring probationers who have not put in their time as senior monitors, to act as assistants for one year before being appointed principals.
4. Schools to be divided into three classes, according to the average attendance; and no teacher to be permitted to take a school of a class higher than his own class. This measure might be introduced, by commencing with an order that in future no appointments of third-class teachers to schools of over seventy in average attendance would be sanctioned, nor of second-class teachers to schools of over ninety. The line might, after a time, be lowered till the plan was completed.

Proficiency of Pupils found in attendance at inspections made during the year.

General Observations as to proficiency of Pupils found in Attendance at Inspections made during the year.

District 43, Thurles; Mr. Darcy.—*Reading* (including oral spelling and explanation).—In my former report I referred to the indistinct pronunciation of pupils, and the difficulty of hearing them in many instances at the distance of a few feet. During the past year teachers have made exertion to remedy these defects, and in most cases with a fair amount of success. Reading is the most important subject taught in a National school, as well for other reasons as because a pupil's proficiency in other branches depends to a great extent on the facility with which he can read. I can also record some progress in the intelligence of pupils when questioned on the subjects of the lessons, and explanations of difficult words and sentences.

Arithmetic.—The suggestions I left for the teachers' guidance at my several inspections as to the best method of teaching this essential subject have received due attention on their part. The answering of pupils, particularly in the elementary rules, gives evidence of fair progress. Neatness and facility in working practical questions also show some improvement. The practice of setting down on paper the solution of sums in the advanced classes is attended with advantage, and should be carefully taught in every school, particularly since the present mode of examination requires that the answering of pupils in arithmetic must be given on paper.

Taking into consideration that very many of the teachers in this district have not had the advantage of being trained at a Model school and of learning the best mode of teaching, the proficiency exhibited by their pupils during the past year in arithmetic is on the whole satisfactory.

Penmanship.—In my former report I pointed out the disadvantage which attends the use of copy-books with engraved head-lines. I then stated that when the teacher has not a sufficient supply of these copy-books he frequently puts one into the hands of the pupil having a head-line with which he is wholly unable to deal. This great fault occurs now but seldom, and writing is taught more skilfully. However, as there is still room for improvement in this respect, I look forward to

further progress. As a rule penmanship is taught in all the schools of this district in every class above the first.

Writing from Dictation.—The progress made in this important subject has been on the whole very fair, and in some schools very satisfactory. The neatness and accuracy occasionally exhibited by pupils in the advanced classes, even when dealing with difficult sentences, is one of the most pleasing features in our schools. In the case of a few schools unfavourably circumstanced the answering in spelling is still unsatisfactory. When examining a school I am careful to make the children stand apart, so as to oblige each pupil to depend on himself alone, which practice has the great advantage of teaching self-reliance. Prompting is an evil I am careful to suppress, as it leads to many bad results; in fact I never knew it to prevail in a good school. Writing from dictation is taught in the highest division of second class and in all the higher classes.

Grammar.—This is one of the subjects which shows least progress, owing to the difficulty it presents to the class of children who frequent our schools. As stated in my report last year the pupils in the fourth class can generally parse a plain sentence; those in third class know the parts of speech; while the children in highest division of second class are fairly acquainted with the noun, adjective, and verb. I can note some progress on the part of pupils in defining the parts of speech, and in fourth classes there is more intelligence in distinguishing the tenses of verbs.

Geography.—As a suitable supply of large maps is indispensable for the efficient teaching of this branch of knowledge, and as the schools in this district were for the most part very insufficiently provided with such appliances, I availed of every opportunity to suggest to both Managers and teachers the necessity of providing at least large maps of the World, Europe, and Ireland. These and also other maps have been in many cases purchased, and consequently the pupils in such schools show a more satisfactory knowledge of local geography. There are a few schools still badly supplied with large maps, but during the coming year I have reason to expect that this defect will be remedied. On the whole the proficiency of pupils in geography gives evidence of fair progress during the past year.

Needlework.—The Commissioners having directed particular attention to this essential branch of female industry during the past few years, the improvement of the girls in needlework is one of the most pleasing features in our female schools. During the past year the number of pupils who can sew neatly and also knit a stocking has greatly increased.

There can be no doubt as to the necessity of making every exertion to render the class of girls who attend National schools proficient in plain needlework, knitting, darning, and cutting out. I am glad to be in a position to state that the progress made in this important branch of female education during the past year is on the whole satisfactory.

Extra Branches:—

	Schools.	Number learning.	General Proficiency
Singing,	6	490	Very fair.
Drawing,	2	42	
Mechanics,	3	7	
Geometry,	5	16	} Fair.
Algebra,	4	10	
Book-keeping,	1	2	

Proficiency of Pupils found in attendance at inspections made during the year.

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The system of "payment by results" which is likely to be adopted in future, as far as I can see, will be attended with the best effects. But the programme at present published should be modified, for it is too much to expect that a child, considering the irregular attendance at our schools, can reach the Fifth Book in *four years*. Let what is just and what can be accomplished by a teacher of average abilities be required, nay, even insisted on, and I am sure the teachers, with perhaps some few exceptions, will strain every nerve to bring their pupils up to that standard.

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General Observations as to proficiency of Pupils found in Attendance at Inspections made during the year.

District 44, Athy; Mr. Adair.—*Reading* (including oral spelling and explanation).—I am sorry to say the reading in the schools of this district is still poor. It is almost impossible to get the pupils to pronounce out fully, freely, and intelligibly, the words of any lesson one may give them to read. Reading, *as reading only*, is not sufficiently attended to, and I believe the teachers do not attach sufficient importance to the subject. Word spelling and phrase spelling are very fairly attended to, and with very fair success. But it is desirable, in most cases, that there should be a fuller explanation of the subject-matter of the lessons, with collateral references by way of illustration. The teachers are anything but fertile in this respect, and I attribute the fact to want of general reading on their own part.

Arithmetic.—This subject is pretty well taught in the male schools, but in general the girls' schools are deficient as regards the knowledge of figures. Notation and numeration continue to be very well taught to the junior classes in almost all the schools. In this respect children now of eight or nine years' old who have been some time in second class would compare favourably with pupils much older and in third class some years ago. I hardly ever meet with pupils in any of the schools higher than practice.

Penmanship.—Writing is very fairly taught. There is no doubt, as far as my experience goes, that since the introduction of copy-books with headlines the number of those "able to write fairly" has increased.

Writing from Dictation.—I am again able to report that writing from dictation is well attended to. The practice of "transcribing" also has been very extensively introduced since the examinations for "results" came into operation. I have no doubt but this will tend to improve both the penmanship and the orthography of the pupils.

Grammar.—The knowledge of grammar in the schools is still low. Simple parsing is very fairly taught in them all, but real syntactical parsing and analysis of sentences is to be met with in very few.

Geography.—Geography is fairly taught in the majority of the schools both from text books and from maps—the latter more attended to now than some time ago. Still improvement in geographical knowledge is desirable; I find more of the pupils fail in this subject *when taken on the results' programme* than in almost any other branch of the school course.

Needlework.—Increased attention is being paid to needlework. The results' programme and examinations will, no doubt, lead to greater care in this matter on the part of the teachers and to more proficiency in the pupils.

Extra Branches:—

	Schools.	Number learning.	General Proficiency.
Singing,	8	640	} Fair. Good. Athy Model School.
Drawing,	6	217	
Agriculture,	2	64	
Physical and Applied Science,	1	18	

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Condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

The state of education in this district is on the whole fairly satisfactory. The attendance in the schools, individually, is quite large enough for the teaching staff in each. It is to be regretted, in an educational point of view, that so few of the pupils of our schools attain to the higher classes, while in their "school-going" period of life. But this effect arises from causes over which the best meant efforts of educationists can have no control—the desire or necessity of parents to make use of, as soon as possible, the assistance of their children in field work or domestic affairs.

The school-houses in this district are fairly equal to the accommodation of the pupils attending them; one objectionable house has been done away with, and a suitable new school-house has been provided.

As to the teaching staff, I have but to repeat what I have said before, that all the teachers of the district are well conducted, and, as far as their means will allow, respectable members of society.

With one exception I have not had to make a decidedly unfavourable report on any teacher during the past year. The exception was the case of a probationer advanced in life, who should never have been appointed; I had to recommend the withdrawal of his salary which was done. I find the Managers in general very much interested in their schools, and anxious to co-operate with the Board's officer in all matters requiring special consideration.

General Observations as to proficiency of Pupils found in Attendance at Inspections made during the year.

Proficiency of Pupils found in attendance at inspections made during the year.

District 45, Ennis; Mr. O'Driscoll.—*Reading* (including oral spelling and explanation).—The reading of the senior classes in the greater number of the schools is on the whole satisfactory, but that of the junior classes is, I regret to say, quite the reverse.

In some schools which are otherwise well conducted it is painful to hear the lower classes read, their teachers being evidently satisfied if the reading be verbally correct, no matter how rapidly the children may read, or how little attention they may pay to the sense or punctuation.

Oral spelling, both of words and phrases, is regularly practised in all the schools.

Explanation of subject-matter of lessons and of meanings of words is much neglected; and there is no branch in which the pupils are so deficient as in this.

Arithmetic.—The proficiency attained in practical arithmetic may be pronounced satisfactory in the schools of this district, with a few exceptions; but mental arithmetic is not sufficiently practised.

Pennmanship.—Very fair progress has been made in this very essential branch during the past year. In a very large number of the schools writing is well and successfully taught, but there are still some others, the teachers of which do not or cannot give due supervision, in which this branch is not at all satisfactory.

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Writing from Dictation is well attended to throughout the district.
Grammar.—This branch receives due attention, and the proficiency attained in it by the pupils is satisfactory.
Geography.—Geography is well or fairly taught in almost every school of the district.
Needlework.—In every school of the district in which a female teacher or a workmistress is employed this branch is well attended to, and the progress made in it during the past year is on the whole satisfactory.

Extra Branches:—

	Schools.	Number learning.	General Proficiency.
Singing,	11	1,177	Good in 6; fair in 2; poor in 3 schools.
Drawing,	5	562	Bad in 1; good in the rest.
Agriculture, . . .	3	87	Good.
Mensuration, . . .	43	218	Very fair.
Geometry,	47	279	Do.
Algebra,	49	247	Fair.
Book-keeping, . . .	33	214	Do.
Trigonometry, . . .	8	98	Do.
Navigation,	4	39	Good.
Physical and Applied Sciences,	5	82	Do.

Condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

General Observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

The condition of National education in this district does not materially differ from that of last year, and its prospects are certainly not less encouraging.

The Managers continue to evince a great desire to establish new schools in such localities as are still unprovided with the means of education, and of building suitable houses in place of the wretched hovels used as school-houses in so many parts of the district.

During the past year three new vested schools were brought into operation, and grants were made towards building three others. Three school-houses (two vested and one non-vested) are in course of erection, and will soon be fit for the reception of pupils. Applications have been made for aid to build ten other schools, the greater number of which I expect will be favourably entertained. Three non-vested houses have been enlarged, and much-needed improvements in the repairs and fittings have been effected in several others.

The chief impediments to the spread of education in this district are the same as those referred to in previous reports—namely, the want of new schools in those places in which there are no schools at present, and of suitable houses instead of the cabins used as school-houses in many parts of the district.

These hindrances are, I am happy to say, diminishing gradually, and will I hope be soon entirely removed.

Proficiency of Pupils found in attendance at inspections made during the year.

General Observations as to proficiency of Pupils found in Attendance at Inspections made during the year.

District 46, Tipperary; Mr. John Browne.—*Reading* (including oral spelling and explanation).—As stated in my several reports on this district, this important branch is in general very fairly taught. The style—if rather hurried, and occasionally too low and indistinct—is on the whole fluent and verbally accurate, and both accent and pronunciation are tolerably good. Oral phrase spelling is systematically practised in the third and lower classes of nearly all the schools in the district, and

the results are for the most part satisfactory. Verbal explanation is, however, very much neglected; so much so that the more advanced pupils, and many of the monitors and younger teachers frequently make the most absurd and ridiculous mistakes when called upon to explain words of by no means unusual occurrence. The dictionary is not—as it ought to be—on every rostrum, ready to be consulted in every case of doubt and difficulty. I expect that more attention will be given to this point during the current year.

The results on this subject, now returned, will I believe compare favourably with those of any other district. Of 8,710 pupils examined for my S¹ reports, only 1,739 could not read at all. This number corresponds almost exactly with the numbers returned under seven years of age. While 2,476, or 28·4 per cent. of those examined could read the third and higher books “with ease and intelligence.” Few, if any, of these it may be assumed will ever forget this part of their education. Yet how surely this forgetfulness occurs with those leaving school at an earlier stage, where the means of home reading is limited, may be judged from a recent statement of the French Minister of Public Instruction, “that 66 out of every 100 conscripts summoned every year to the standards, could neither read nor write, and that out of 75 conscripts, who had attended primary schools in early life, 63 could no longer read or write when they joined the army.”

Arithmetic.—In all the schools of this district, a fair proportion of school-time is allotted to this important branch; and while in too many cases, it is by no means skilfully taught, I am able to report steady progress during the past year. More attention has been given to the preparation of home tasks in the arithmetical table book, and in general the pupils have been more thoroughly grounded in the elementary before being promoted to the compound and higher rules. In a large proportion of the schools the definitions of the technical terms used are fairly taught, and the several elementary processes are satisfactorily explained. In 1870 the total number of pupils examined for my school reports was 9,000, and for 1871 it was 8,710. The following table shows the results obtained, and the per-centage of passes to total number examined in each of these years:—

	1870.		1871.	
	Total Passes.	Per-centage.	Total Passes.	Per-centage.
Could set down accurately a number of seven places of figures.	2,751	30·5	3,098	35·5
Could work accurately a question in simple subtraction.	3,392	37·7	3,705	42·5
Could work accurately a question in division of money.	1,426	15·6	1,584	18·3
Could work accurately a question in proportion or practice.	586	6·6	564	10·9

Satisfactory as these figures must be considered, I have no doubt that under the new programme much better results will shortly be obtained.

Pennmanship.—A few years ago, this was acknowledged on all hands to be the worst taught of all the subjects in our school course; but year by year, since the introduction of the present excellent series of copy-books into our schools, the method of teaching it, and the results obtained show a decided improvement. There are, however, still considerable drawbacks to contend with—such as overcrowded school-rooms, unsuitable, badly arranged, and in some instances, insufficient furniture, and above all, a lax or unskilful supervision of the writing lessons on the part of too many of the teachers. In 1870 there were 1,637 pupils, or 18·2 per cent. of all pupils examined for my S¹ reports, returned as

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able to "write with ease and freedom," while in 1871 the corresponding number of passes was 1,856, or 21·3 per cent.

Writing from Dictation.—This subject is not neglected in any school in the district—in some cases the results are excellent—in many others they are really good, while the cases in which they are indifferent or bad are few and far between. The new (results) programme, which requires first and second class pupils to transcribe sentences from their reading books, is calculated to secure an early proficiency in both writing and spelling. I always considered it one of the worst defects of the old programme that writing on paper was not one of the requirements of first class pupils.

Grammar.—In schools under high classed teachers, and under a few others of long experience, this branch is fairly taught. In these cases, the several classes are pretty well up to the requirements of the programme. But in a large proportion of the schools, even the more advanced pupils evince a very meagre and inaccurate acquaintance with the subject. The number of passes made in both grades of this subject during the past year show a considerable improvement over those of 1870. This was, I believe, owing to the fact that the due preparation of home lessons in this and the following subject was, in many cases, more stringently enforced.

Geography.—This branch continues to be a favourite one in most schools; and during the past year the progress has been very satisfactory. The following table shows the number of passes, and per-centage to total number of pupils examined for school reports in 1870 and 1871:

	1870.		1871.	
	No. of Passes.	Per-centage.	No. of Passes.	Per-centage.
Acquainted with outlines, &c., of map of World.	2,806	32·2	3,014	34·6
Acquainted with maps of Europe and Ireland.	876	9·7	833	10·7
Able to answer on a general course of geography.	44	0·5	193	1·1

Needlework.—Considerable improvement is observable in this branch since it became a part of the annual examination of teachers, and mistresses. These now know that there is no possibility of deceiving the examiners as to their proficiency in plain sewing and knitting; and the improvement of the pupils has progressed *pari passu* with that of their instructors. Though many of the specimens worked at the annual examinations were very poorly executed, a very large proportion on the other hand, were neatly and tastefully finished, and gave most gratifying evidence of the ability and skill of the workers to teach this important branch successfully. While those who failed were so conscious of their failure, and appeared so ashamed of it, that it is to be hoped they would at once endeavour to acquire at least a moderate proficiency as needlewomen.

Extra Branches:—

Schools.	Number learning.	General proficiency.
Singing,	9	Well taught in 4; fairly in 5 other schools.
Drawing,	4	Good in 2; fair in 2 other cases.
Agriculture,	3	Indifferent.
Mensuration,	31	Pretty fair in 13 cases; in others tolerable.
Geometry,	41	Pretty good in 18 cases; moderate in others.
Algebra,	22	Very fair in 10 schools; in others indifferent.
Book-keeping,	15	Fair in 4 cases; in others poor.
Trigonometry,	1	Tolerable.
Reasoning,	2	Fair in both cases.

General Observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

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The foregoing observations show that the state of primary education throughout this district, if not so satisfactory as could be wished, is steadily improving. Year by year new schools are being established in centres of population where only "hedge" schools existed before. So that, in regard to children of school-going age, the cases must soon be few and far between where good elementary schools of some kind will not be more or less available. There are still several places within the district where it is desirable that new schools should be provided; and I have no doubt that efforts will soon be made to have them. Six new vested schools will come into operation very early in the current year; two of them are completed and the others are in an advanced state. In addition to these I hope to see four other school-houses erected before the close of the year. There are eight mixed schools within the district which are held in pretty good houses; but each of them is quite too small for its average attendance. This varies from 125 to 72, or an average of 99 pupils to each school. In all these cases, it is desirable that an additional apartment for girls should be provided. Most of the village schools also—such as those of Cappawhite, Cappamore, Kiltully, Galbally, Oola, and Ballylanders, are generally so over-crowded as to render efficient work—particularly as regards the various written exercises—all but impossible. In a few of these cases I have been led to believe that additional accommodation will shortly be provided.

The new (results) programme, and the query in S^o report, regarding the promotions in each school, will, I believe, have the effect of securing a steadier and more uniform rate of progress than heretofore. Teachers are now more alive to the importance of having a goodly number of promotions from the lower to the higher classes every quarter; and of seeing that as few as possible of the more advanced pupils in each class leave school before their removal to a higher class has been secured. And here I may observe, that to have judged hitherto of the general progress of a school from the mere per-centage of promotions within a given year, without taking the method pursued, and the general management in each case into account, would have been most fallacious and deceptive. Different teachers had different standards as to the degree of proficiency on each programme entitling a pupil to promotion, many teachers promoted their pupils in drafts, and often before the more backward in a draft were ready for a higher class, one or more of the more advanced had left school altogether—or had gone to another school. Thus those constantly passing away from our schools, who have attained a fair proficiency in their respective classes, and their name is "legion," diminish the per-centage of promotions in many schools in a far higher degree than is usually supposed.

Of the twenty-one new teachers who entered the Board's service in this district during the past year, seventeen had received more or less preparatory training for their work. One had been trained as pupil-teacher in a Model school, thirteen as monitors in ordinary National schools, and three others in Tipperary convent school. I expect that most of these will soon become intelligent, skilful, and very useful teachers. And I hope that ere long stronger inducements will be held out to this class of young people to enter the Board's service, and to devote their energies and talents to the work for which they have in some degree become fairly qualified. At present the remuneration awarded to the assistant

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teachers—of whom there are in this district 108—is utterly inadequate to afford them a decent maintenance. Very few of them receive anything for their services beyond the Board's salary. Hence such appointments are confined almost exclusively to young persons whose parents live in the neighbourhood of their schools. In some cases, indeed, they have to walk very long distances, morning and evening to and from their work, as they cannot obtain—or are unable to pay for—their boarding, &c., in places near their schools. I need scarcely say that such drudgery is not at all favourable to their improvement as school teachers.

I have so frequently urged the claims of the principal teachers to increased emoluments that I shall not here say more than that I hope their demands will soon be generously responded to. I know that the great majority of the really hard working, and most useful teachers are not at all unreasonable in their expectations.

District 47, Mr. Harkin; no observations. Inspector ill.

Proficiency of Pupils found in attendance at Inspections made during the year.

General Observations as to proficiency of Pupils found in Attendance at Inspections made during the year.

District 48, Youghal; Mr. Mahony.—*Reading* (including oral spelling and explanation).—Many of the prominent defects in reading which I had formerly to notice are somewhat abated. Teaching influence, at one time rarely felt, is now growing more plainly apparent. It has become only exceptionally true that reading is self-acquired, or that lessons are not taught or learnt, but got off by rote, and recited. Still reading is not what it ought to be, and what it could be, without very great exertion of diligence or skill.

Explanation of meaning continues unsatisfactory. Lamentable want of skill in this matter reaches even through schools highly efficient in other respects. The most prevalent fault is that the meaning of what is read, instead of being simplified by familiar and intelligible illustration, is mystified by the use of terms apparently convertible, but not always so, and utterly incomprehensible to those who use them.

As an illustration of the extent of failure in this subject, it is enough to state the fact, that since the introduction of examination for payment by results, sixty per cent. who would have passed in reading where I had to deal with them, were rejected only because they failed to answer in the meaning and subject-matter of what they read.

In any future revision of results' fees it may be worth considering whether reading and the subject-matter of what is read may not be separated; with a distinct fee for each. This would gain two advantages. 1. It would prevent apparent injustice. For it seems scarcely equitable to refuse a pass in reading, when the reading had earned it fairly. 2. Bringing the meaning and subject-matter more prominently before every teacher, by a distinct fee, would bespeak more attention to it. Considering its vast educational importance it seems entitled to separate practical recognition.

Arithmetic.—There has been little progress in arithmetic. It continues too much of a mechanical, and too little of a mental process. Calculations are almost invariably correct, but generally deficient in readiness. The tabulated results this year, and last year, are much alike. But I attach little importance to this. The four testing points have been applied unvaryingly for so many years, that classes are specially made up to pass these standards; and many may know very little, or a great deal, of the subject apart from them. Reviewing the general proficiency in

arithmetic, and the teaching skill which is brought to bear upon it, my conclusion is that the best to be said of it is, that it has not retrograded.

Penmanship.—Amongst the lower classes writing has improved rather considerably. It has therefore become more progressive in the advanced. Neglect of beginners—suffering them to write just as they pleased; taking no heed to rectify their defects of taste or care; and leaving them altogether to themselves—which used to be a prominent, general, and fatal obstacle to improvement—has become the exception. Early in the year I sent up to the Education Office, from a school under a third-class teacher, the exercises of a boy in first class, seven years of age, and of another in second class, nine years of age; and they were fully equal to the average of those in third and fourth classes, and superior to many of them, in the several schools under my examination. Of all the subjects taught in National schools perhaps penmanship is that in which most marked and general progress is discernible within the past few years. In some instances a high perfection has been reached; in the cases most numerous of any a steady improvement is discernible; and a retrograde tendency is nowhere to be found.

Writing from Dictation.—A peculiarity in writing from dictation is that it is scarcely ever to be blamed, as indicative of neglect on the part of teachers. Instances of failure in it are fewer than in any other subject. Slightly exceptional deviations from absolute perfection are comparatively rare. I cannot say that there has been improvement in it; because there was little room for any. If the dictation exercises which it has been my business to examine were compared with some which the Civil Service Commissioners have prominently recorded, it would be found that humble as they were whose work I scrutinized, it could hold its place in reprobating contrast to the more pretentious attempts of some upon whose requirements universities had set the seal of their approval.

Grammar.—Not only is there no improvement in grammar, but I have only faint hope of any. Like arithmetic it is too much of a routine mechanical process. Parsing a sentence and working a question are formulas equally unintellectual. The principles of grammar are merely got off by rote. Definitions and rules are glibly repeated, without one word of them being understood. If a simple question be asked, applying to part of a definition or rule, the precise point to be answered is seldom caught up; and the prevailing practice is, to repeat the whole definition or rule, even though three-fourths of it may be quite irrelevant.

Geography.—Local geography continues to increase in general interest. It is beginning to become a reality in the school course. Knowledge of the general geography of Europe has increased considerably, and that of Ireland still more so. A map of Ireland more elaborate in construction, and on an equally large scale as that in general use at present, is becoming a necessity. The elements of mathematical and physical geography are taught in a very small proportion of schools, and are very imperfectly and superficially understood.

Needlework.—In almost every female school, or mixed school of boys and girls, with a female assistant or workmistress, plain work is taught, with fair success. During school hours such work is frequently an agreeable relaxation from severer exercises. Little beyond the preparation of articles for personal or domestic use is attempted in ordinary schools. In the convents of Middleton, Youghal, and Tallow, a large amount of exquisite lace and embroidery is produced. But this is more a separate industrial department than directly appertaining to the educational influence of these institutions. In Youghal Convent alone the receipts for work in the year 1871 amounted to £1,931. Some of the

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more skilled hands earned twelve shillings a week and upwards; which somewhat exceeds the incomes of many female teachers. In some instances teachers of inferior efficiency, in other respects, seem disposed to exhibit the results of their success in needlework as a plea in abatement of their failure to merit a class, or of their want of skill and success in the ordinary subjects of the school course.

Extra Branches:—

	Schools.	Number learning.	General Proficiency.
Singing,	4	90	Fair in one-half; middling in others.
Drawing,	3	24	Excellent in one school (12 learning).
Agriculture, . . .	4	21	Middling.
Measurement, . .	19	36	Tolerably fair in nearly all.
Geometry,	23	30	Generally middling.
Algebra,	16	12	Rather backward, with few exceptions.
Book-keeping, . .	18	25	In most cases rather poor. Thorough teaching of the subject almost unknown, and confined to mere transcript of entries in the several sets.
Trigonometry, . .	2	4	Almost nominal.

Condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

General Observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

I. *Educational condition of District.*—A tolerably accurate measurement of the extent and means of education through the district is to be had from the returns of "Children actually present in each school, June 25, 1868," furnished to the Royal Commission of Primary Education Inquiry. In the case of this district the returns are not strictly accurate. They omit Carriglea vested National school, Roll No. 690, near Dungarvan, and the Youghal and Lismore National workhouse schools, whilst they include that of Middleton workhouse. They ignore Dungarvan workhouse school, not National. They describe Lismore convent school as National, whereas it has ceased to be so, for more than seven years. They assert that "between the town of Dungarvan and the National school at Grange, a distance of twelve miles, there is no school but the private school at Tulla," although Ballymacart male and female National schools lie midway between; and it may be seen in the same page, and almost in the same line, which promulgates this mis-statement, that 70 boys and 59 girls were present in these schools June 25, 1868. Even with these drawbacks the returns may be accepted as approximately correct.

Some doubt was attempted to be cast upon "the National Board's annual returns of average attendance," and it was thought to be "of great consequence that those annual returns of average attendance should be confronted with an authentic return of actual attendance." In this instance it is not the Board's figures that appear at a disadvantage. If there be any error in those which I have supplied it is otherwise than in excess. On confronting my returns of average attendance for the year 1868 with the actual attendance, June 25, that year—ascertained by an "impartial authority, wholly independent of all influences of managers, teachers, or parents"—mine will be found to be 13 per cent. less. The sum of attendances on which I based my calculation, so far as regards the schools in the return, is 6,527. The aggregate of those present June 25, is 7,854. My average for every school in the district that year was 64.9. The average found present June 25, in the same year, is 99.8.

In some cases the discrepancy between average and attendance is considerable. At Ballintaylor, with 54 average attendance, 116 were found present; Conna, male and female, 111 joint averages, 193 present;

Lismore, male and female, 194 joint averages, 241 present; Lisgoold, male and female, 89.4 joint averages, 139 present; Middleton convent, 451.6 average, 630 present; Mount Mulleray, 30 average, 50 present; Modeligo, male and female, 161 joint averages, 213 present. The only remarkable instance of excess of average over attendance is Tallow convent—175 average, 83 present. Attendance on that day was actually 178, but large numbers left for special religious instruction before the constabulary came, rather late in the afternoon. A remarkable coincidence between averages and attendance, in some cases, appears in the following table:—

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Schools separate or combined:—	Found present.	Yearly average.
Aghada,	48	45.4
Ballynagart,	49	51.8
Cappoquin male,	103	107.8
Do. convent,	234	232.8
Churchtown male and female,	84	86.6
Inch female,	45	45.3
Kilbail,	35	34.7
Killbegh male,	37	37.3
Kilwatermay male,	34	34.2
Do. female,	36	36
Kyle,	48	49
Mweelabrahan male and female,	125	119.6
Piltown male and female,	109	100.4
Villierstown male,	37	39.5
Do. female,	39	42.8
Whitegate female,	59	59

Notes.—Male and female schools in the same house are sometimes given in the return separately, and sometimes as a single school.

To these may be added Carriglea, omitted in return, 54.5, average, 54 present, as I ascertained; Tallow convent, 195 average, 198 present before the numbers were counted; and numerous other cases in which the discrepancy was only from five to ten.

Assuming, of course, that the returns deal impartially with schools of every kind, and that the day selected was favourable or otherwise, alike to all, the relative attendance in each class of schools in the district is established beyond question. That relative proportion is to be seen, in the following summary, extracted from the returns:—

Description of Schools in District.	No. of each.	Aggregate attendances.	Per-centages.
National schools,	105	7,354	75.5
Christian Brothers,	8	1,397	10.5
Monastic,	1	85	.8
Convent—not National,	3	671	6.4
Church Education Society,	11	182	1.7
Church Parochial,	12	167	1.6
Private,	13	361	3.4
Totals,	140	10,307	

Since this information was acquired the relative proportion of attendances in schools of every kind has been only trivially disturbed. It has increased in National schools; still more so in those of the Christian Brothers; and is somewhat reduced in Church Education, parochial, and perhaps private schools. The fact is beyond question that the system of National Education thoroughly fulfils its mission here, by educating over 75 per cent. of those for whom it was designed; although religious zeal has been active in providing other schools for the poor, to an unsurpassed extent. Provision for the small minority in other schools advances the progress and efficiency of all, by wholesome competition. This subtraction is better for the aggregate amount and quality of National education than if it possessed a monopoly in teaching.

II. *Past and present.*—Accepting the Return as a fair representation of the number and kind of primary schools, and the attendance in

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them, through the district, it helps to form a comparison between its present educational aspect and what it was forty-seven years ago, when the last authentic account of it was furnished by the Commissioners of Irish Education Inquiry.

Returns were supplied to that Commission by the Protestant and Roman Catholic clergy, verified on oath that each of them had "inquired with due and reasonable diligence as to the matters contained in the return, and that the statement therein made as to each case respectively was the truth." In most cases the Protestant and Roman Catholic returns are identical. Almost the only discrepancy is in the average attendance; which was probably owing to the accounts having been kept loosely, or not at all, or the attendance having been calculated at different dates. Wherever the numbers do not coincide I have taken a mean between them. The results, as regards this district, are:—

Schools of every kind in District, 1824.	No. of each.	Average attendance for three months.			Percentage.
		Males.	Females.	Total.	
Kildare-place and London Hibernian Society,	4	165	142	307	2.5
Kildare-place Society only,	9	236	134	350	2.8
Kildare-place and Munster Hibernian Society,	5	279	145	415	3.3
Munster Hibernian Society only,	2	26	20	46	.3
Incorporated Society,	1	17	9	26	.4
Association for Discountenancing Vice,	2	29	14	41	.3
London Wesleyan Committee,	3	16	19	35	.2
Church Parochial, aided by one or more societies,	4	305	191	496	3
Church Parochial, unaided,	13	140	138	278	2.4
Free—neither parochial nor aided,	13	307	790	1,097	13
Convent,	1	—	300	300	2.5
Pay schools,	154	6,197	2,626	8,823	69.5
Total,	189	8,306	4,688	12,994	

Free and pay schools crowded most into the larger towns. There were, in Middleton 3 free, 14 pay; Youghal, 3 free, 16 pay; Tallow, 2 free, 8 pay; Lismore, 2 free, 7 pay; Cappoquin, 1 free, 5 pay; Dungarvan, 2 free (one of them a convent), 11 pay. These six towns have now between them, exclusive of workhouse schools, 6 National, 4 Christian Brothers, 3 convent (not National), 4 parochial, and 5 private schools—26 altogether. Then they had 14 free and 61 pay schools—75 altogether. There were nearly three schools in 1824 for every one in 1871. In the smaller towns, such as Cloyne, Castlemartyr, Killeagh, Glashmore, and Aglish, there was a school on an average to every 78 of the whole population in each.

It seems to indicate the reverse of educational progress that schools and pupils were so much more numerous then, within the area of this district, than they are now. Diminished population does not account for the falling off. In 1824 the estimated population for all Ireland exceeded that of 1868 by 21.8 per cent. In 1824 the average attendance in schools of every kind in this district exceeded the ascertained attendance in 1868 by 19.9 per cent. The proportion of school attendance in each of these periods is much the same in relation to the population; and this district was not exceptional. Taking a mean between the returns of the Protestant and Roman Catholic clergy, in 1824, the average attendance in all the primary schools in Ireland was 564,951. The actual attendance in June, 1868, was 453,615. The former exceeded the latter by 30.9 per cent. Both within this district and all through Ireland the proportion between the estimated population and the school attendance is almost identical in 1824 and 1868. The absence of increase in the more recent time may be accounted for by two causes. 1. At the former period female education was so backward that none could learn except at school. Now it is well known that considerable numbers of the younger children

are taught by their mothers at home. 2. At the former period there was comparatively little demand for labour; and grown-up boys and girls remained at school till they came of age, and after. In these later times scarcity of hands sets those who are infants, or little more, to work of various kinds.

In 1824 the circumstances of many teachers and of their schools were singularly disheartening. (1.) One teacher's income is certified as forty shillings. In nine instances the proceeds were £3, £3 10s., £4, and one £4 10s. In one parish, where the Board's salaries now amount in the aggregate, to £148 a year, all that its teachers realized between them was £42 10s., which afforded an average of £7 1s. 8d. to each; and one-half had only £6 each. Incomes the most numerous were from £9 to £12. The best circumstanced schools afforded from £30 to £40, and that but seldom. Only in three instances does the acquisition from every source exceed £40. The average income of all the teachers through the district was £19 19s. 6d. (2.) In describing school-houses the vocabulary of misery is exhausted:—"A wretched mud hovel, cost £2"; "miserable thatched house"; "a house of stones and mud, cost £3 8s. 3d."; "a wretched room in an old house"; "a cabin in very bad repair, cost three guineas"; "a ruinous house, cost not stated"; "a wretched mud hovel, thatched, cost £2"; "a miserable hut"; "stone and thatched with straw and heath, would cost about £3"; "school held in an old stable"; "a wretched room in an old house"; "a miserable garret"; "a mud cabin, thatched, cost £1 10s."; "an abandoned dwelling-house." These are no exaggerations, or fictions. They are depositions, on oath, by witnesses above suspicion. Inadequate as the incomes of teachers too often are, at the present time, and defective as some school-houses are even still, many teachers' gains are princely, and most school fabrics are palaces, in comparison with their precursors not quite half a century ago.

III. *United education of subjects differing in religion.*—Joint attendances of Protestants and Roman Catholics are returned by the Constabulary as present June 25, 1868, in 26 National, 3 Church Education, 3 parochial, 5 private, and 1 Christian Brothers' school, in this district. It was certified by the Protestant and Roman Catholic clergy—between whom there was never a discrepancy about the fact, and seldom about the numbers—that in 1824 eight schools in which reading the Scriptures was compulsory, and fifty-six others in which it was not so, had a joint attendance of different denominations. In most schools of the latter class either the Scriptures were not read at all, or else reading them was confined to one denomination.

IV. *Qualification of teachers.*—Nothing special is to be added to what I have repeatedly stated about the circumstances, character, competency, and work of the teachers of this district. It would not be easy to find a body more unexceptionally blameless. In practical efficiency they are anything but degenerating.

Reports submitted to the Commissioners within the past few years convey some excellent practical remarks on the examination and classification of teachers. One inference to be drawn from these is, that the programme of their examination needs revision. After having remained without change or growth for nearly a quarter of a century, during which knowledge has made such unexampled progress, the season for maturing it is not too early. If improvements are to be considered, it seems a suggestion not to be overlooked or rejected, that an arbitrary course shall not be laid down alike for all.

Although capacities vary, just as stature, form, and features, it has been assumed that they are identical, by keeping up the same course

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precisely for testing every teacher. Want of divergence or elasticity in the subject-matter made their examination an intellectual Procrustes' bed, in which wrenching and straining in one direction, and dwarfing and cutting away in another, was needed for adaptation.

Development of every faculty to its utmost extent should be the guiding principle of examination, for the time to come. The teacher of literary taste and acquisition, but with comparatively little aptitude for scientific investigation, and the more hard-headed adept in science, are both entitled to a kindred requital. Speciality in literature, criticism, poetry, history, or philology should be encouraged and rewarded, as in mathematics, natural philosophy, or reasoning. Excellence in any subject is entitled to be adequately, if not equally, dealt with. This is to be accomplished by (1), a short course of literature and an extended course of science; (2), a short course of science and an extended course of literature; or (3), an optional course diverging from the other two. The first of these already exists in the present programme. If that were supplemented by the other two there would be ample provision for every variety of intellect. Many university, collegiate, and civil service examinations are regulated by a similar arrangement. There seems no reason why it should not be so, in the case of National teachers, who, perhaps, may occasionally have to lay the groundwork of like examinations for others.

Hitherto the matter of examination has been almost exclusively scientific. If Dr. Johnson lived to-day, and had accumulated the treasures of English literature since his time to the same extent as he possessed them up to it, and retained them all, undiminished in magnitude and opulence, he could not reach the rank of a second-class teacher. Except for its own sake, teachers have no inducement to cultivate literature. One consequence is that the more studious among them confine themselves to the subject-matter of their examinations, and never travel beyond the Board's price-list. As is the teacher so is the pupil. So long as teachers continue regardless of the attractions of literature, those whom they teach will grow up, and spend their lives, in kindred indifference and alienation.

Except as an intellectual gymnastic, or a specific for the mental deformity of those whom Lord Bacon termed "bird-witted," pure science will scarcely benefit the million. Popular or National education has not been designed to turn the labouring classes into mathematicians or chemists. One of its best results should be, to create a taste for reading; to make literature a recreation and enjoyment to the toiler; to send him in his intervals of leisure, or when his day's work is done, for a refuge in its choicest productions, instead of spending hours in unprofitable idling, gossiping, or worse. But it is notorious that this is what National education in Ireland has failed to do. Popular reading is actually confined to the most worthless portions of the least valuable newspapers, and to periodicals worse than worthless. It has been observed—and I believe it to be the fact—that much of the political disaffection of recent years, which brought many to ruin, has been mainly caused by the disrelish for substantial, instructive, or even amusing literature; which has induced a predilection for inflammatory and sensational appeals. To create and foster a purer taste it will be necessary, as I have said elsewhere, to begin with the teachers first.

V. *Payment by Results.*—Although not able to get through an examination of more than 33 schools under the new system of results, these schools were so varied in character—from the best of their class to the worst—that I can form a tolerably accurate estimate of its future success. All through these results examinations my predominant

feeling was astonishment, that something of the kind had not been introduced many years ago. What I anticipated in last year's report is becoming clearly apparent. It is only justice to the teachers themselves to bear witness that, although many of them must have been alarmed and led astray by a senseless outcry, they now acknowledge the equity of the scheme. And, what is better, they are beginning to apply themselves in earnest, to make it profitable to themselves and beneficial to the public.

General Observations as to proficiency of Pupils found in Attendance at Inspections made during the year.

District 49, Waterford; Mr. Lane.—*Reading* (including oral spelling and explanation).—Reading is pretty good and intelligible on the whole; but in many of the poor rural schools there is no marked improvement within the year, chiefly owing to irregular attendance of pupils, change of teachers, home influences, and other local circumstances.

Many teachers having the sole charge of their schools, either have not time or do not see the importance of reading more frequently for their pupils, as an example in style, measure, audibleness, &c.

Oral spelling is, in general, good; and explanation and subject matter of the lesson books improved.

Arithmetic.—Arithmetic is attended with fair success in the majority of schools; but in some of those, under young or inexperienced teachers, the subject is not skilfully taught; there is a tendency to overhaste, without proper inculcation of first principles.

Mental calculation is not attended with due success in many of the schools, though the exercise is not neglected in any of them; the subject is not popular with the pupils; and hence, perhaps, the want of more proficiency.

Penmanship.—Penmanship is in general good, and is carefully and legibly executed under proper supervision.

Teachers and pupils are yearly becoming more sensible of the importance of this branch; and satisfactory results may now be fully anticipated.

Writing from Dictation.—The proficiency of the pupils in writing from dictation may be pronounced good on the whole; the subject is becoming more extensively cultivated, and more generally executed on copy-books than heretofore, retaining, thereby, a record of mistakes, progress, &c.

A steady improvement is taking place in composition and forms of epistolary correspondence. Subjects in which, heretofore, pupils fairly conversant with writing from dictation have utterly failed.

Grammar.—The proficiency of the pupils in English grammar is not satisfactory in many of the schools; the subject is not, in general, skilfully taught; teachers too often keep to the routine of the text-book, and rarely bring the subject into practical use, so that pupils represented as parsing syntactically fail in correction of faulty sentences of local prevalence.

Teachers depend too much on the text-book, forgetful that many persons in society speak and write grammatically who know little or nothing of the theory of grammar.

Geography.—The pupils are, in general, fairly acquainted with the maps of the World, Europe, and Ireland; beyond this much proficiency has not been attained, nor much attempted, particularly as regards mathematical and physical geography.

The teaching of geography is in many of the schools too topographical,

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dry, and uninteresting, without any special reference to the places, merely pointed out on the maps.

Needlework.—Needlework is attended with more success on this year than on any previous year of my school experience; a very fair degree of proficiency has been attained; and the teachers and their pupils are more sensible of the importance of this useful branch.

Extra Branches:—

	Schools.	Number learning.	General Proficiency.
Singing,	8	559	Very fair.
Drawing,	7	337	Very fair.
Agriculture,	2	88	Good.
Measurement,	17	73	Fair.
Geometry,	13	66	Fair.
Algebra,	3	33	Tolerable on the whole.
Book-keeping,	19	95	Fair.
Trigonometry,	1	7	Tolerable.
Physical and Applied Sciences,	1	19	Good.

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General Observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

The condition and prospects of National education in this district are not encouraging; the Roman Catholic clergymen, who constitute the chief portion of the managers, are daily becoming more dissatisfied with the constitution of the system, and remain strongly opposed to the training of teachers; the teachers themselves are in a state of dependency and suspense by the protracted expectancy that the State, the only reliable source, would recognise their claims to adequate remuneration for the very important services they render to the community.

The teaching power of newly-appointed teachers is, I regret to say, deteriorating, as young persons of ordinary capacity can do much better in other walks of life; there is, consequently, great difficulty in procuring competent persons; and I again repeat what I have said before, that the first and most necessary step for increasing, or even sustaining the efficiency of the schools, will, in my opinion, consist of adequate income for the teachers; and this will, I anticipate, chiefly depend upon the state.

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General Observations as to proficiency of Pupils found in Attendance at Inspections made during the year.

District 50, Enniscorthy; Mr. J. G. Fitzgerald.—*Reading* (including oral spelling and explanation).—Of 5,173 pupils examined in reading—

24.1 per cent. were able to read the First Book of Lessons correctly.
21.7 " " Second Book correctly.
16.6 " " Third or higher Books with ease and intelligence.

Of the number stated above as "examined" in reading, several, being mere infants, could not even make an attempt to read the First Book.

Reading is more intelligible, and is less indistinct and monotonous than last year; but local vulgarity of pronunciation, want of expression, and want of attention to the pauses are still unfortunately prevalent.

The spelling of both words and phrases is fairly taught.

The explanation of the words in the columns at the heads of lessons are learned, I fear, in too mechanical a manner; as, although the meanings of these are correctly answered by rote, the explanation of much

simpler and more commonplace words in the lessons are altogether *Appendix D.*
unknown.

Few teachers take the trouble to read for the imitation of their pupils,
and few are themselves really good readers.

Arithmetic.—Of 3,094 pupils examined in arithmetic—

22.5 per cent.	were able to set down seven places of figures.
43.9	" work correctly a sum in simple subtraction.
18.2	" " division of money.
6.3	" " proportion or above.

Precisely
of Pupils
found in
attendance
at inspec-
tions made
during the
year.

Considerable attention is paid to this important branch, and it is most
popular with both teachers and scholars.

Sufficient attention appears not to be bestowed to instruction in the
elementary branches of arithmetic, therefore it is by no means unusual
to find scholars able to solve questions in practice and interest who fail
to work correctly easy sums in weights and measures, or in compound
division.

More attention has been paid during the past year to the formation
of figures; and, as a consequence, the numerous errors caused by mistak-
ing one figure for another during arithmetical operations are avoided.

Penmanship.—Of 2,775 scholars examined in writing—

26.1 per cent.	were able to write fairly.
18.0	" with ease and freedom.

Although the above per-centages are by no means satisfactory, yet this
branch appears to be taught with increasing success, and more careful
supervision is exercised by the teachers over their writing classes.

In those schools where the penmanship is indifferent, where the pupils
write above or below but not upon the lines, where the form and size of
the letters in the head-lines words are not imitated, where the letters
are not joined, and, generally, where writing careless, slovenly, and
without character is observable, it will be found that the teacher suffers
the pupils to write, but fails to teach penmanship, and exercises no super-
vision of the writing classes.

Writing from Dictation.—Of 1,823 pupils examined in writing from
dictation—

28.7 per cent.	wrote a simple sentence fairly.
16.2	" with ease and correctness.

In the least pretentious of the National schools in this district, writing
from dictation forms an essential branch of the school course; and upon
examination of the exercises in almost all the schools, it will be at once
perceived that the pupils have been accustomed to have their exercises
watched and revised.

The above per-centages are however by no means high, and contrast
unfavourably with the results reported as having been obtained in other
districts of Ireland.

Grammar.—Of 2,919 pupils examined in grammar—

11.2 per cent.	were acquainted with the parts of speech only.
2.3	" able to parse syntactically.

These per-centages are very low, and the subject continues to be taught
with very poor success.

Geography.—Of 3,627 pupils examined in geography—

12.2 per cent.	were acquainted with the outlines of map of World.
6.0	" maps of Europe and Ireland.
0.4	" the general course of geography.

This subject continues, equally with grammar, to be neglected, and both
branches are most unpopular with teachers and scholars.

Appendix D.
Proficiency
of Pupils
found in
attendance
at inspec-
tions made
during the
year.

In some cases I have been informed by the teachers that the parents of the scholars absolutely objected to the teaching of grammar and geography as a waste of time.

Needlework.—Of 1,711 taught needlework and present in fifty-four schools—

43.6 per cent.	were able to sew neatly.
31.5	" knit a stocking.
11.1	" proficient in cutting out.

This branch is attended to with considerable diligence, and the teaching of it has not failed to obtain a fair amount of success.

The style of the work executed has improved since last year in a marked degree.

Extra Branches:—

	Schools.	Number learning.	General Proficiency.
Staging,	8	236	Fair as regards staging by ear; tolerable as to sight staging.
Drawing,	9	225	Tolerable.
Agriculture,	15	189	Tolerable.
Mensuration,	19	58	Tolerable.
Geometry,	16	66	Poor.
Algebra,	8	18	Poor.
Book-keeping,	20	66	Middling.
Trigonometry,	3	4	Poor.
Reasoning,	1	1	Poor.
Navigation,	1	1	Tolerable.
Physical and Applied Science,	1	17	Tolerable.

Condition
and pros-
pects of
National
Education
in the Dis-
trict, with
suggestions
for increas-
ing the
efficiency of
the Schools.

General Observations as to the condition and prospects of National Education in the District, with any suggestions you may have to offer for increasing the efficiency of the Schools.

One of the chief impediments to National education in this district is the great demand for labour. The more advanced pupils are almost constantly employed in spring and in autumn, either earning high wages or saving the costs thereof, according as the scholars' class in life may be that of the labourer or farmer.

No system of education, not made compulsory, can prevent this obstacle to success.

Another obstacle is the unskilfulness, inefficiency, and want of proper training for their important office, which are the characteristics of many of the teachers of the district.

I am of opinion that a suitable residence for the teacher, and a local fund for his support, should be provided in every case before a school could be made to participate of the State funds, supplied for the purposes of National education.

I anticipate the best effects from the system, partially introduced, of payment of a portion of the teachers' income by results, and I earnestly trust that this measure may be made applicable to all the schools, as well as to those of the lower classes.

Proficiency
of Pupils
found in
attendance
at inspec-
tions made
during the
year.

General Observations as to proficiency of Pupils found in Attendance at Inspections made during the year.

District 51, Limerick; Dr. Potterton.—As many as twelve schools were "not even once" examined by me during the year, owing to my absence from my district for seven months, the "results" fees examination coming into operation towards the close of the year, and interfering a good deal with the regular course of inspection. Under these circumstances I refrain from any entailed observations under any of the headings from "reading" to "extra branches" inclusive.

General Observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

The condition and prospects of National education in this district do not seem to have undergone much noticeable change during the last two years. Whatever the amount of change has been in either "condition" or "prospects," it has been decidedly favourable, and all indications for the future are equally satisfactory.

General Observations as to proficiency of Pupils found in Attendance at Inspections made during the year.

District 52, Newcastle, West; Mr. Steeda.—*Reading* (including oral spelling and explanation).—Of the pupils examined in this branch for the years 1870 and 1871, the per-centages of those able to read their respective books were as follows:—

	1870.	1871.
Able to read First Book,	27.9	29.6
" Second Book,	19.8	19.1
" Third and higher Books,	20.8	19.5
Total per-centage of those who passed in reading,	68.5	68.2

It thus appears that the proficiency attained in reading was very nearly the same in 1871 as that in 1870.

The spelling of both words and phrases is very well taught in all the schools in this district; the explanation of them, however, is not so well attended to.

Arithmetic.—The proficiency attained in 1871, in notation of numbers and simple subtraction, was good; the per-centages of those examined who passed in them being 62.6 for the former, and 61.6 for the latter. Compound division showed a proficiency of 22.4 per cent. of all the pupils examined in arithmetic, whilst that for proportion and the higher rules was 18.5 per cent. As compared with the results of other Inspectors, I think the latter two per-centages are low. As accuracy in arithmetical operations is of the first importance, I consider no pupil as able to do compound division, who, in the second or third class does not give the answer correct to the nearest farthing; whilst those in the fourth and higher classes are expected to find out the answer to the exact fraction of a penny or a farthing. And as I am equally strict with regard to the higher rules the above low per-centages may be accounted for.

The theory of arithmetic is better attended to, but mental arithmetic is still, I regret to say, very indifferently taught, except in a few schools.

Penmanship.—The writing, especially of the junior classes, has much improved, owing to more careful supervision on the part of the teacher. The headlines of the copy-books are more accurately copied, the proportion as to the size of the different letters, being preserved. I was particularly struck with the excellence of the writing in one school, each line written by the pupil being almost a fac-simile of the headline. I found that this result was attained by the careful supervision of the teacher, and his exciting a healthy rivalry among his pupils by means of rewards of a few pence.

Very Foster's excellent copy-books are used in nearly all the schools, and have greatly conduced to this result.

Writing from Dictation.—In all the schools in this district writing from dictation is practised by the third and higher classes, and in many of them, by the senior draft of second; whilst the lower drafts of second

Appendix D. and the senior division of first class transcribe from their reading-book on slate or paper.

Proficiency of Pupils found in attendance at inspections made during the year. The proficiency attained in 1871 as compared with that for 1870 exhibits the following percentages:—

	1870.	1871.
Able to write fairly from dictation,	40	27.9
“ with ease and correctness,	30	34.7

Grammar.—Of those examined in grammar in 1871, fifteen per cent. were able to distinguish the parts of speech, and 11.5 per cent. were able to parse syntactically. No pupil was passed as knowing the parts of speech who could not give their definitions, which I think very important for them to know.

Geography.—The second and third classes were taught their prescribed geography very fairly. I have suggested to the teachers to teach the definitions of land and water to the second class in connexion with the map of the world, taking a single definition for a lesson, and illustrating it by means of the map. The result has been most satisfactory. For, in this way the pupils get a sound knowledge of them, and are better able to understand the text book on this branch when they are promoted to third class. The third class generally know the map of Ireland well, both from the map and text-book. The fourth and higher classes are not so well prepared in this subject as the others.

Of all those examined in 1871, in geography—

34.6 per cent.	were acquainted with the outlines of the map of the world.
15.0	“ answered in Ireland and Europe.
11.5	“ had some knowledge of a general course.

Needlework.—Last year I examined 61 schools for results in needlework. Elementary sewing and knitting were well attended to; and in many of the schools, embroidery, crochet, and samplers were taught. In 38 schools, some of the girls were able to cut out an article of dress. The excellent manual on this subject, published by the Board, should be more generally used in the schools, and the girls should be taught to cut out according to the principles therein laid down. Of all those examined—

43.7 per cent.	were able to sew fairly.
49.7	“ knit and finish a stocking.
2.7	“ cut out an article of dress.

Extra Branches:—

	Schools.	Number learning.	General Proficiency.
Singing,	11	458	Good in 1; fair in 5; middling in 2; low in 3.
Drawing,	1	23	Middling.
Agriculture, . . .	10	166	Fair in 4; moderate in 6.
Mezuration, . . .	38	172	Moderate.
Geometry,	36	155	Moderate.
Algebra,	21	85	Moderate.
Book-keeping, . .	17	97	Moderate.

Condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

General Observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

Very recently a school-house, the type of several in this district, was thrown down, to be replaced by a new one. Two new houses to contain three new schools are ready to be opened; three others to contain six, are nearly completed; two houses to contain three schools have been commenced; whilst application has been made to the Board for aid to build more. I hope these examples will be followed, and that many houses now unfit to be used as schools, will be replaced by suitable ones.

There have been many changes in the teaching staff during the past year, some have died; some emigrated; some have left the service of the Board for other pursuits; others have changed from one school to another in the hope of bettering themselves, whilst many have succeeded in entering the Civil Service. The teachers are expecting a general increase of salary this year, and they would be satisfied, if it were to depend on the result of an annual examination of their schools. The want of retiring pensions to old and deserving teachers is severely felt in this district. There are several of this class who would gladly retire from the service, to the great benefit of their schools, if they were granted a small pension, who now fear to do so, seeing the workhouse looming in the distance, when they may possibly outlive the sum of money that the Board would grant them as a retiring gratuity. I examined forty-four schools on the results' system last year, and found that the teachers were pleased with it, but they were greatly disappointed when told that they would not get all the fees calculated as being earned. One word as to the system itself. Teachers can earn a fee of five shillings for infants, (pupils over four, and under seven years of age,) who have made the necessary attendances; but, except in a well-conducted infant school, unless these are examined individually, they will not be paid much attention to. Again, the fees for extra branches are too low. With these two exceptions, the results' system appears to me to be an excellent one, and admirably adapted to increase very much the efficiency of the schools.

Appendix D.
Conditions and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

General Observations as to proficiency of Pupils found in Attendance at Inspections made during the year.

District 53, Clonmel; Mr. O'Hara.—*Reading* (including oral spelling and explanation).—The system of inspection for results having been introduced when eighteen schools remained to be examined for reports on the Secondary No. 1 form, the number of pupils whose proficiency is returned is less than in preceding years; but the difference is not so great as to render a comparison of the results fallacious. The subjoined tables show the numbers examined for Secondary No. 1 reports, and the percentage of proficiency in the different subjects in the years 1870 and 1871 respectively.

	In 1871.	In 1870.
Number examined in reading, . . .	5,398	5,679
Percentage able to read Book I., . .	31.2	28.6
" " " II., . . .	28.8	25.2
" " " III., &c. . .	29.0	21.7

These results may, I think, be regarded as satisfactory. The apparent falling off of one per-cent during the past year in the number able to read the higher books is, I believe, due to increased exactitude in the observance of the prescribed standard. The number not able to read in First Book is two per cent. less in the past year than in the preceding one. This shows steady progress in the case of the first-class pupils. I believe it to be in a great measure attributable to the circumstance that during the year I invariably commenced my inspections with the examination of this class, and that I sometimes declined to examine the higher classes at all when I saw evidence of the junior classes having been neglected.

Arithmetic—

	In 1871.	In 1870.
Number examined in Arithmetic, . . .	3,783	3,802
Percentage of proficiency in notation, . .	41.7	40.8
" " " simple subtraction, . . .	58.5	56.1
" " " division of money, . . .	27.8	24.6
" " " proportion, &c., . . .	11.8	11.4

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Appendix D. General Observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

Condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

In about three-fourths of the schools of this district the state of education is as satisfactory as could be expected under the circumstances of the localities in which they are situated. The attendance in the rural schools is as regular as the exigencies of a farming population will allow. In the country there is no indifference to the value of education. In the larger towns, however, where a considerable portion of those who work for wages are congregated, the attendance of the children at school is very irregular. The poverty of the parents seems to render them indifferent to education. They cannot appreciate the value of that which is not an immediate source of some gain in money. The enforcement of compulsory attendance at school would be a blessing to the children of such parents.

Many of the teachers are dissatisfied with their position, but the majority of them having adopted teaching as a profession are not inclined to abandon it, even though they consider that their services are ill requited. Indeed, whatever their inclinations may be, many of them see plainly enough that a change of calling does not always lead to an amelioration of their condition. The younger men of the body are remaining in the service only until they see some opportunity of getting Civil Service appointments by competition, and some who are unfortunately too old for admission to the Civil Service prefer the chances of emigration to remaining in Ireland as teachers. On the whole, however, I cannot say that there is any lack of fairly qualified male teachers in this district, while the supply of eligible female teachers is much in excess of the demand for their services.

School-fees are paid with tolerable punctuality in most of the schools, but the rates are generally so low that the total amounts from this source bear but a very small ratio to that part of the teachers' income which comes directly from the Board.

The introduction of the system of inspection for results has been so recent that one cannot yet write with much confidence of its immediate effects. I regard it, however, as the most important step that has been ever taken for the promotion of popular education in this country. The teachers, though strongly opposed to it at the outset, are now becoming reconciled to it, many of the best of them seeing that it must considerably increase their income from the Board. But all concur in thinking the results' scheme as already drafted cannot be long worked without considerable modifications. I believe it will be found in practice that pupils making the ordinary attendance of from ninety to 140 days in the year will not be able to get through the second, third, and fourth classes, in the three years which the scheme contemplates for this course.

Proficiency of Pupils found in attendance at inspections made during the year.

General Observations as to proficiency of Pupils found in Attendance at Inspections made during the year.

District 54, Tralee; Mr. Barrett.—*Reading* (including oral spelling and explanation).—The proficiency in reading is on the whole very fair, the style is accurate, and in many instances, especially in the convent schools, the pupils read well. In Table VI, 1,591 pupils are returned as able to read First Book, and 1,288 pupils as able to read Third or higher books, but in order to be able to exhibit more accurately the proficiency of the pupils whom I had to examine, I grouped a large number of them according to their ages, and noted the proficiency of each group; and I have found that of 1,116 children over five and

under eight years of age, 3,970, or thirty-five per cent., were able to read third or higher sections of First Book, and that of 875 children thirteen years of age or older, 702, or seventy-one per cent., were able to read Third or higher books with ease and fair ability to understand what they read.

The greater number of the 1,591 pupils above mentioned were over eight, some indeed were over twelve years of age, and their proficiency for their time of life was very low, while many of the 1,288 pupils were under thirteen, and their proficiency for their years was fair. Of the sixty-five per cent. of pupils under eight years of age who could not read third section of First Book, a large number may and probably will attain a useful proficiency before they leave school, but of the twenty-nine per cent. who have passed their thirteenth year without having become able to read Third Book, few have any prospect of attaining any proficiency that can be of use to them in their careers through life. The proficiency in oral spelling is fair, but the proficiency in explanation, except in the convent schools, is by no means satisfactory.

Arithmetic.—The proficiency in arithmetic is not high. Of the 3,368 pupils examined in this branch, 1,575, or forty-four per cent., were able to set down seven places of figures correctly in notation, and 514, or fifteen per cent., were able to work correctly by proportion or practice such an exercise as 13 cwt. 3 qrs. 18 lbs. at £4 13s. 9d. per cwt. Many of the pupils who succeeded in these exercises were under thirteen years of age, but of 875 pupils over that age, only 415, or forty-seven per cent., were able to work an exercise of the kind referred to.

Pennmanship.—The proficiency in writing is not good. Of 4,050 examined, 2,035 were able to write fairly, but only 405 to write a hand that would be of any practical use. The copy-books, however, were clean, and the letters tolerably well formed, but only a very small proportion of the pupils in the country schools have got beyond merely elementary proficiency. In the convent schools the writing is good, and the number of pupils who write well is satisfactory, but including the pupils of those schools, of 875 pupils over thirteen years of age, many of whom no doubt were enrolled in the lower classes, only 292, or thirty-three per cent., were able to write a serviceable hand.

Writing from Dictation.—The proficiency in this subject is fair. Of 2,233 examined, 392 pupils were able to write from forty to sixty words from Third Book with less than four errors in spelling, and 642 pupils to write such an exercise with less than three errors of the kind specified, and I found that of 875 pupils over thirteen years of age 475, or fifty-four per cent., succeeded in such an exercise satisfactorily.

Grammar.—The proficiency in grammar is on the whole tolerably fair. Of 3,085 pupils examined, 1,155 were able to distinguish the parts of speech, a good many were able to decline pronouns and to compare adjectives, and 229 were able to parse easy sentences with tolerable accuracy.

Geography.—The proficiency in geography is on the whole fair. Of 3,088 pupils examined, 1,054 showed a fair acquaintance with the map of the world, 310 with the map of Europe, ninety-eight with a general course, and large numbers both in junior and senior classes showed a fair knowledge of the map of Ireland.

Needlework.—The proficiency in this branch is on the whole satisfactory.

Extra Branches.—

	Schools.	Number learning.	General Proficiency.
Singing,	5	"	Very fair.
Drawing,	4	"	Do.
Mensuration,	14	67	Middling.
Geometry,	19	92	Do.
Algebra,	14	56	Do.
Book-keeping,	10	59	Do.

Appendix D.

Proficiency of Pupils found in attendance at inspections made during the year.

Appendix D. General Observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

Condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

In preparing in May to make a correct estimate of the state of education in this district I considered that I could best do so by ascertaining more especially the proficiency of those young persons who would have passed their thirteenth year of age, and who might therefore be looked upon as having come to the end of their school life. I, therefore, did so, and if I am right in the test I cannot say that the state of education in this district is high. There are, no doubt, many schools (123 in operation) in the district, and many of these are good schools, and there are no doubt many children who have attained a degree of elementary education very fair for their years; but, except in reading, the proficiency of the majority of the children who have attained the age mentioned is, in my opinion, by no means satisfactory.

Of a very large number of children (875) over thirteen years of age, 29 per cent. were unable to read Third Book; 53 per cent. were unable to work by proportion or practice such an exercise as 13 cwt. 3 qrs. 18 lbs. at £4 13s. 9d. per cwt.; 67 per cent. were unable to write in a serviceable style of penmanship; and 46 per cent. were unable to write with less than three errors in spelling, from 40 to 60 words of Third Book, from dictation; and this state of education indicates that, notwithstanding the large supply of schools, a great number of individuals are leaving school without having attained such acquirements as would be of any practical benefit to them in their careers through life.

The prospects of education I consider to be highly encouraging: there is a universal desire on the part of the people to educate their children; there are active and successful efforts being made (chiefly by the Roman Catholic clergy) to increase the number, and to improve the accommodation of the school-houses; and there is strong expectation of wise and generous legislation on the subject before the end of the current year; and the adoption of the system of payments on results, and the certainty that its working will be wisely observed and judiciously adapted so as to make the interests of the teachers and the interests of the pupils coincide as thoroughly as possible, leave no doubt, in my mind, that elementary education in this country will, for the future, be infinitely more thorough in its nature, more steady in its progress, and more beneficial in its effects than it has ever been before.

With a view to increasing the efficiency of the schools I strongly recommend that the plans of school-houses, adopted by the Board of Works, be altered. These school-houses do not afford space on the floor at all in proportion to the amount required for the number of pupils which each school-house is built to accommodate; and though thousands—perhaps, I might say, tens of thousands—of pounds have been expended by the Board of National Education in promulgating the valuable suggestion that half the number of pupils present in each school should occupy the desks, and the other half the number of pupils present should occupy the floor at the same time in proper alternation. Thousands—perhaps, I might say, tens of thousands—of pounds are being expended by the Board of Works in the building of school-houses, in which, for want of available floor space, the carrying out of this suggestion is totally impracticable. These plans contain other defects also, but this is the defect which, in my opinion, renders them totally unsuitable, and in consequence of which I take the liberty of suggesting that they ought to be set aside; and I beg to recommend that no more “rostrums” be erected, and that “work tables” be made of less embarrassingly large dimensions.

I beg to recommend that no more illiterate workmistresses be appointed; these workmistresses prevent the appointment of junior assistants; and as sixty-five per cent. of the pupils, under thirteen years of age, are unable to read third section of First Book, I do not think it advisable that grants should be made to workmistresses who cannot aid in giving them instruction.

With a view to making the interests of the teachers and the interests of the pupils coincide as thoroughly as possible under the system of "payments on results," I take the liberty of recommending that the scale of fees be altered to 4s. for first class, 8s. for second class, 12s. for third class, 12s. for fourth class, and 12s. for fifth class, or to higher fees if possible, but allotted in the same proportions; and of recommending further, that no pupil over eight years of age be paid for in first class; no pupil over ten years of age, in second class; no pupil over twelve years of age, in third class, and no pupil over twelve years of age in fourth class; but I do not think any limit of age necessary for the more advanced stages of which are implied by higher classification.

Appendix D.

Condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

General Observations as to proficiency of Pupils found in Attendance at Inspections made during the year.

Proficiency of Pupils found in attendance at inspections made during the year.

District 55, Macroom; Mr. Graham.—*Reading* (including oral spelling and explanation).—I consider that reading has greatly improved. In very many cases, the pupils appear to understand what they read; the chief difficulty is to get the pupils to express their ideas of the sense, or intention of the lesson, in their own language.

The oral spelling is technical and correct, and in many cases the pupils are able to apply the rules for spelling on complex words; but as in reading they generally fail to apply the individual meaning of the words to the sense of the sentence in which the words occur.

Arithmetic.—Great improvement has taken place in the neat formation of the figures, and also in the correct and regular posting of the sums in horizontal and perpendicular lines.

Attention has been paid by the advanced classes to repetition of minor rules, and especially to "Civil Service tota."

Almost all the questions propounded by me had reference to questions very similar but not identical with those propounded at Civil Service examinations, while in the junior classes I have encouraged the teachers as far as possible to get the sums taken down from dictation, and not wholly, as heretofore, from copying from the black board.

Pennmanship.—The execution has much improved; the great defect arises with the teachers, who, to please the parents, are too apt to place copy-books before pupils much too advanced and too difficult to be copied neatly.

Writing from Dictation.—In no subject has such progress been made. In all the schools the dictation is executed on paper instead of slates. These exercises, if duly corrected by teachers in red ink, are so many lemons to avoid recurrence, and are also so many lessons in spelling.

Grammar.—If pupils in senior classes are allowed to begin a sentence and parse it from end to end the work would be pronounced fair; but once the order is broke, and they are asked the government or state of isolated words, then they break down. I do not find that the teachers generally explain the rules as they ought to do.

Geography.—In examining on this subject, now, from second class up, I require the maps to be folded up. I find this the best cure for rote teaching, and fancy I can already see an improvement in this subject.

Appendix D.

Proficiency of Pupils found in attendance at inspections made during the year.

Needlework.—I have refused to certify that this subject is fairly taught, unless I find a fair proportion of pupils employed on *their own work*, and not on strips prepared on the spur of the moment by the teacher. I also look for and frequently find mending as well as making going on.

Extra Branches:—

	Schools.	Number learning.	General Proficiency.
Singing,	3	129	Very fair.
Agriculture,	14	109	Medium.
Mensuration,	24	75	Fair.
Geometry,	24	69	Fair.
Algebra,	4	20	Fair.
Book-keeping,	30	120	Pretty good.

Condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

General Observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

No marked change has taken place since my last report, and I am happy to state that, with two exceptions, there has not been fine, reprimand or dismissal.

All the teachers whose schools were fairly conducted were admitted by me to the written examination. Their subsequent fate depended upon themselves, their abilities and the attention they had bestowed upon their individual studies.

All those who answered over fifty per cent. at the written examination were admitted to the oral examination; and all those, save two, were promoted from junior to senior sections; and all those who were probationers (save the two already mentioned) were classed.

This not only entitled them to back pay, from the date of their appointment, but also ensured a gratuity of from £2 to £3 to those teachers who had educated them.

The managers of the district co-operate and seem willing to avail themselves of all grants, but at the same time, except in one diocese, they have attended meetings, and have signed declarations adverse to mixed education.

Proficiency of Pupils found in attendance at inspections made during the year.

General Observations as to proficiency of Pupils found in Attendance at Inspections made during the year.

District 56, Mallow; Mr. O'Galligan.—*Reading* (including oral spelling and explanation).—During the last nine months of 1871 I examined 3,308 male and 3,593 female pupils individually, and recorded their proficiency in tabulated returns. In addition, I examined a large number of pupils (whose answering was reported on a different form), both in this district and the one (Celbridge) with which I was officially connected during the early portion of the year. Of the pupils who were included under the former category I found that 68·7 per cent. could read the ordinary lessons of the First Book with a fair amount of accuracy and fluency, while the proportion of those who were familiar with the reading exercises of the Second Book amounted to 43·8 per cent. of the total number examined. Again, of the latter only 16·0 per cent. proved their ability to read the more difficult lessons contained in the Third and Fourth Books with such an amount of ease and intelligence as could reasonably be expected from the pupils of an ordinary National school.

In this district, as well as the one of which I had previously been the Superintendent, the female pupils displayed higher proficiency than the male do, both with regard to the accuracy and the fluency of their reading exercises. This fact was more observable in the case of the senior pupils, the difference amounting to only 0·8 per cent., with reference to the

lowest standard, increasing to 3·0 for the middle stage, and descending again to 1·7 per cent. for the highest.

The same explanation that I have already given in previous reports must be assigned for this result—viz., the great success in teaching this branch which has been attained by ladies connected with convent schools. In this district there are two schools conducted by religious of the Presentation order, at Doneraile and Fermoy, and two more under the Sisters of Mercy, at Mallow and Charleville. In all of these schools reading is taught with more than ordinary skill and success, but the ladies of the Charleville convent have cultivated it to a degree that I never previously observed in any primary school that I have yet visited. The pronunciation of the pupils, more especially those in the infant department, is perfectly free from all local peculiarities, while the children assign to each word, as it were by instinct, the exact amount of emphasis that its relative value in the sentence requires, while the accent of the juvenile readers is superior to anything similar which I have listened to, even in the sister island, the distinctness and musical cadence of the English pronunciation being fully preserved, while “Cockneyisms” and vulgarisms of every kind are most carefully avoided. “Oral” or “phrase spelling” is taught with unusual success in the great majority of the schools in this district, the younger pupils being frequently able to “spell through” a sentence of several words with perfect accuracy, even though their reading of the self-same passage may be attended with a certain amount of hesitation and mistakes. I have recently met with instances of this kind which surprised me greatly, especially when contrasted with the proficiency of the same pupils in explanation. In too many cases I find the children, when asked for the meaning of a strange word, refer instinctively to the spelling columns at the commencement of the lesson, and even then fail to explain the meaning of the equivalent word or phrase in language of their own. These last remarks, however, apply principally to schools conducted by female teachers, the male pupils for the most part being able to explain the meanings of all the words which occur in any ordinary passage with a reasonable degree of promptness and accuracy.

Arithmetic.—During the past year I tabulated the proficiency of 4,772 pupils in this very important branch, and found that 44·2 per cent. of that number were acquainted with numeration and notation, while 50·7 do.—very little more than half the entire number so examined—were proficient in simple subtraction, the relative proportion of the male pupils who passed these standards being represented by 45·2 and 53·9, and in the case of the female pupils by 43·2 and 47·9 respectively. Again, 20·5 per cent. of the entire number who presented themselves for examination were able to work questions on compound division with accuracy, while only 7·4 showed sufficient acquaintance with the more difficult rules of practice and proportion. A very considerable difference (5·1 per cent.) occurred between the male and female pupils with reference to their proficiency in compound division, and a comparatively large one, taking into account the limited number who successfully passed through the ordeal (viz., 8·8 and 6·1 per cent.) of the last-named rules. To explain this disproportion I may here mention that I examined 96 young people of the male sex, and only 64 of the female do., who represented their ages as having exceeded fifteen years; and although this disparity may partly be attributed to the proverbial reluctance of most females to give truthful information respecting their ages, the superior proficiency of the male pupils in this branch may safely be referred to the more frequent use of the black board in schools

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Proficiency of Pupils found in attendance at inspections made during the year.

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conducted by male teachers, and the time set from literary instruction in every school where industrial teaching of any description has to be imparted.

Penmanship.—This mechanical but all-important branch of education is taught with marked success in several schools of this district. Foremost amongst those may be enumerated Ballyhass (male), Kilworth (male and female), Castletown Roofs (male), Ballyhooly (male and female), &c., &c. In convent schools the senior pupils in general write with great care and adopt a finished style, but many of the younger children appear to consider "rapidity" as the *ne plus ultra* of writing, and often put the patience of their amiable teachers to the severest trials by the reckless manner in which they scribble over page after page of their copy-books without any perceptible improvement in their writing. In such cases I have generally recommended the punishment of the offending scholars, by the temporary withdrawal of their copy-books and the substitution of elementary exercises (such as those supplied in No. 1 of Foster's series), until a habit of careful writing should be acquired.

In Doneraile convent this branch is taught very systematically, and the pupils are required to "trace head-lines," "dip pens in ink," "commence writing," &c., &c., simultaneously, the signal for each movement being given by the teacher, while the monitoresses are dispersed through the room, and watch lest these instructions should be disregarded by any of the pupils. In a large proportion, however, of the schools I find that most of the younger pupils, and many even of the senior do., write a great deal too rapidly, and that reference to the head-lines is not in general made with sufficient frequency. I may here mention, on the other hand, that Mr. Vere Foster has recently awarded certificates of merit for penmanship to twelve pupils of this district, and that he has alluded in very complimentary terms to the success of the children generally in competing for his prizes during the past year.

With respect to the proficiency of the pupils, taken collectively, I have to report that I examined 4,424 of them during the year 1871, and of these 58.6 per cent. were able to write words or easy sentences in a tolerably legible hand—one at least free from any glaring error of form or position—while out of the entire number so examined 15.4 per cent. displayed a respectable proficiency in this accomplishment, sufficient in most cases to qualify them for employment behind the counter or in a merchant's office. The proficiency of the male pupils exceeds that of the female do. in a proportion of 3.0 per cent. for the higher standard, and of 7.5 do. for the lower—a fact which clearly proves that the male teachers, as a rule, are more alive to the peculiar importance of this branch than their fellow-teachers of the other sex.

Writing from Dictation.—During the past year I examined 4,103 pupils in writing from dictation. The number whom I found competent to write any easy sentence read aloud to them out of the First or Second Book amounted to 62.1 per cent. of the whole number who passed under examination, and again of these latter only 15.3 per cent. were able to copy any passage that happened to be dictated to them from the Fourth (or difficult lessons of the Third) Book with accuracy and without much hesitation. The difference in this respect between the pupils of the two sexes was very trifling indeed in the aggregate.

In most schools of this district it is customary to allow the pupils, even of the advanced classes, to transcribe passages out of their own reading books on two days of each week, while on the other days the sentences which are intended to be copied are read aloud for the scholars by the teacher or an assistant. The success which has attended this

method of imparting instruction may be partly attributed to the remarkable proficiency of the pupils in "phrase spelling," and partly also to the facility with which the eye of any intelligent boy (or girl) can detect errors of orthography in words to which his retina has become familiarized by frequent reading or transcription. The ear which has been even moderately well trained to distinguish musical sounds receives a similar impression whenever a false note is introduced into any composition with which it is familiar.

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"Composition," to a limited extent, such as the correspondence which would probably be kept up between members of the same family, is taught in all the convent and many of the ordinary schools of this district. I do not, however, know of any in which the subject is taught "synthetically"; in fact no attempt to give this instruction according to any recognised system appears to be even thought of.

Grammar.—A large number of pupils (4,715) were individually examined on grammar during the year just closed. Of these I found that 46·3 per cent., or less than one-half of the total number, were sufficiently familiar with the rudiments of this branch, and able to repeat the definitions of "the noun," "verb," "adjective," "article," &c., or to point out examples of them in any sentence of ordinary difficulty. Again, distinguishing the pupils who were familiar with the rules of syntax, and possessed of a reasonable acquaintance with the inflections of the "noun," "verb," &c., I found them to average only 9·0 per cent. of all the pupils who had presented themselves for examination. Contrasting the pupils of different sexes I find a very trifling advantage in favour of the girls (*i.e.*, only 0·3 per cent.) who had passed through the more severe ordeal, while the proportion of female children who were fairly proficient at "simple parsing" exceeded that of the male *do.* by 3·5 per cent.—a result which clearly indicates that the female teachers of this district are not only able to hold their ground against their fellow-teachers of the hardier sex as regards the instruction of the advanced pupils, but they also display greater skill, or at least more sustained industry in teaching the elements of this science (a very good test of pedagogic skill) to children of tender years.

Geography.—In previous reports, and during a long succession of years, I have repeatedly alluded in terms of surprise to the apathy which prevailed amongst our National teachers regarding the instruction of their pupils in this naturally most attractive branch. Since then a war, gigantic as regards the amount of suffering which it has entailed, has raged between the inhabitants of two of the fairest countries of Europe. During the progress of this *Titanic* struggle battle scenes have been described by newspaper correspondents and others, in which regiments and even brigades were represented as having wasted precious time in their vain attempts to reach places only a few miles distant, while their opponents, every soldier of whose force was obliged to carry an accurate map of the country about his person, marched straight to the vantage ground, and were thus enabled to crush their wearied opponents, whose courage and patriotic efforts were rendered unavailing through the ignorance of their commanding officers respecting the geography of their native country. These incidents—notes of warning to us perhaps as well as to other nations—have hitherto been recounted (as it were) to deaf ears, and so unskilfully is this branch attended to—a subject, besides, that requires some exertion of the memory, but comparatively little of the reasoning powers—that out of 5,430 children examined during the year 1871, I found only 37·8 per cent. who were acquainted with the simplest rudiments of geography ("definitions," outlines of the continents, &c.), while only 7·5

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per cent. of the whole number could repeat the dimensions, leading divisions, chief towns, &c., of their native island, and of the continent with which it is most closely related; and only 0.2 per cent. (or more strictly 1 out of 417 pupils) possessed a reasonable acquaintance with mathematical geography, and the leading features, physical and political, of the remaining continents. The ignorance of the male children was much more striking than even that of the females, the proficiency of the latter with reference to the three standards already described being represented by the numbers 43.0, 8.2, 0.2, while that of the male pupils descended so low as 33.6, 7.0, and 0.3 per cent. The backwardness of the pupils in the less efficient schools may therefore be regarded as something very discreditable indeed.

Needlework.—During the past year the proficiency of 2,329 female pupils in needlework was tabulated, and, as far as I had an opportunity of judging within the limited time allowed for the examination of the pupils on this important subject of technical education, about 40.4 per cent. were able to execute the elementary operations of “hemming,” “running,” “top-sewing,” “back-stitching,” &c.

The time required for testing satisfactorily the proficiency of the scholars in plain dressmaking and knitting was much more than could be reasonably expected from the Superintendent of a populous district. As well as I could ascertain, however, about 12.2 per cent. were able to knit stockings, and 3.7 do. to cut out and put together the materials of a dress that would be suitable for a female of the humblest classes.

Owing to the facility with which suitable calico for the instruction of the younger pupils can now be procured at a moderate price from the apparatus department, it may be expected that these branches will be taught much more skilfully and successfully in future.

In conclusion I may not inappropriately quote some extracts from a speech which was delivered by the late Premier at a rural festival (upon his estate in Buckinghamshire) in the month of September, 1871.

“At the Great Exhibition this year there was a display of plain sewing from all the countries in the world and the prizes were all given to Great Britain, the judges being of opinion that the plain sewing in Great Britain was superior to that of any other nation in the world. On beginning to examine the prizes, however, when they were allotted, he found that they were all given to Irishmen, or more strictly speaking to Irishwomen. . . . In consequence of the prizes offered by the Irish Government plain sewing had been stimulated and improved among the people of that country, the immense advantages of which could hardly be conceived. Every Irishwoman who went to the National schools was taught plain sewing and the consequence was that the greatest degree of happiness and comfort was diffused over all the households of which they were members.”

I feel pleasure in adding that certificates of superior merit for specimens of needlework, penmanship, &c., were awarded by the judges of the International Exhibition (to which Mr. Disraeli referred) to no less than nine National schools of this district.

Extra Branches:—

	Schools.	Number learning.	General Proficiency.
Singing,	16	1,754	Fair.
Drawing,	7	205	Very moderate, except in a few cases.
Agriculture,	44	309	Fair.
Mensuration,	21	85	Pretty fair.
Geometry,	23	91	Moderate.
Algebra,	16	53	Indifferent.
Book-keeping,	19	98	Moderate.

General Observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

Appendix D.

Condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

It is usual at the conclusion of an annual report to allude briefly to the general circumstances of the district; and as the management of the schools forms the most important element in the consideration of this subject it is with no slight feeling of pleasure I consider myself justified in alluding to the satisfactory manner in which the duties of correspondent (or Manager) are fulfilled throughout this district. In every parish of the latter I have experienced the most considerate and friendly support in the discharge of my responsible and often delicate duties as Inspector of Schools. The only exceptions indeed having been some lay correspondents who reside on their estates in other parts of Ireland, but even in those exceptional cases the duties of Manager are generally delegated to local residents, and the latter to the best of their abilities supply the places of the gentlemen whom they represent.

If the active co-operation of the Managers has afforded a subject for pleasant retrospect, the conduct of the teachers, I am happy to report, has in general been equally satisfactory. In this district there are at present twenty-two teachers who by their good conduct and scholastic efficiency have attained the *first class*; four rose even to the highest division of it, and fifty-one to the *second class*. The presence of so many highly-classified men and women has naturally proved most advantageous to the district teachers generally; and I feel sincere pleasure in reporting that their conduct both as teachers and members of society has in most instances been highly creditable, so much so that I have very rarely indeed found it necessary to bring breaches of rule or omissions of duty under the notice of their official superiors.

General Observations as to proficiency of Pupils found in Attendance at Inspections made during the year.

Proficiency of Pupils found in attendance at inspections made during the year.

District 57, Killarney; Mr. Macnamara.—*Reading* (including oral spelling and explanation).—Reading, spelling, and explanation, received during the year the usual amount of attention. I found the proficiency in these matters equal to that of former years. In many schools very good enunciation is attained. I do not expect in the reading further ornament than distinctness, true pronunciation, round sounding tone, and attention to the pauses. I consider attempts at teaching the pupils expressive style or pathos not at all necessary even if attainable by them. The degree of merit in the reading may be generally estimated as being very fair.

I have reason to complain of deficiency in oral spelling in some of the schools; the cause of incorrectness as in most cases where deficiency occurs was the inattention of the teachers. I must observe, however, that in the majority of the schools I found good spelling and fair explanation of the meanings of difficult words. The answering of the pupils in the subject-matter of the reading lessons indicates general attention thereto. But it appears there are some teachers who question ineffectively from possessing very feeble knowledge of the lessons. There are many others, however, who manifestly have acquired intelligent and even a vivid method of examining on the matter. The result is shown in the keen attention, ready apprehension, and correct answering of the pupils.

Arithmetic.—I found considerable skill and correctness in useful practical arithmetic in the schools. The pupils seem to consider expert-

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ness and advancement in arithmetic the chief honour in their course of study, hence they work at it with a closer attention and acquire at least a mechanical knowledge of the rules. Naturally the members of the third and fourth classes are chiefly imbued with this notion, and work their questions at the desks with avidity even without much vigilance from the teachers.

In a considerable number of the schools the classes are practised with a variety of exercises under each rule, a knowledge of which has been attained.

In the formation of figures and the symmetrical order of placing them very marked improvement has taken place. The exercises of the pupils therefore have a more clerklike neat appearance.

Penmanship.—I am glad to say that very marked improvement is perceptible in writing in a good many schools, in all in fact in which the teachers have attended to my suggestion regarding writing sufficiently slowly.

Owing to an observation made to me by Mr. Vere Foster, viz., that in English and American National schools he found the writing far more careful and skilful than in ours, I was led to consider what could be the cause of this inferiority. I found on a general observation of the pupils at their writing lesson that the chief cause might very possibly be, in this district at least, that nearly all the pupils proceeded much too fast with it. Far too fast even for the members of third and fourth class, to enable them to make a deliberate effort at following the formation of the letters in the head lines. As a remedy I advised the teachers to exhibit on the black board the slow movement of the pen necessary for true imitation, and attract at the same time attention to roundness, uniformity of slant, and the other elements of symmetry. By repeating this lesson as often as necessary, and by a fair degree of attention to see that the pupils obeyed the instruction, the improvement I speak of took place very rapidly. The chief element in this improvement certainly was the more slow effort made.

In one school the improvement within three months was so marked that I sent a leaf taken from each of the copy-books of the second class, 22 in number, to Mr. V. Foster, and he assured me he considered the writing very creditable. This school is situated very remotely, the teacher is only 23 years old, was never out of Kerry, and was a pupil of an ordinary rural school. His successful effort in teaching writing, and indeed in all the other branches, proves how much can be done by a teacher when he devotes himself really to his business.

Writing from Dictation.—In writing from dictation the results of my examination showed fair attention thereto, and fair proficiency.

Grammar.—I cannot record much improvement in grammar. The subject continues to be taught laboriously, and the usual degree of proficiency was attained.

Geography.—The answering in local geography was generally sufficient.

In some of the schools the teachers have managed to provide the diagrams showing the varieties of the human race, and the view of nature in all climates. They suspend these very instructive diagrams in contiguity to the map of the World, and thereby are able to impart a good deal of vivid illustration of the local geography of the world, and render the lessons in this branch very interesting.

Needlework.—In the several operations coming under this heading very considerable improvement has taken place.

It is now attended to carefully. The only branch belonging to it in which I find little or no progress is in cutting-out.

Extra Branches:—

	Schools.	Number learning.	General Proficiency.	Appendix D. Proficiency of Pupils found in attendance at inspections made during the year.
Singing, . . . 11	11	726	Fair.	
Drawing, . . . 10	10	227	Very fair in 1 school; very moderate in all others.	
Agriculture, . . 2	2	63	Moderate.	
Measurement, . . 33	33	164	Tolerable; very fair in about 12 schools.	
Geometry, . . . 39	39	183	Tolerable; fair in about 10 schools.	
Algebra, . . . 34	34	129	Do. do.	
Book-keeping, . . 23	23	132	Tolerable.	
Trigonometry, . . 4	4	4	Moderate; very elementary.	
Navigation, . . . 2	2	16	Moderate.	

General Observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

National education is in good working order in this district it may be justly said. Up to the present time difficulty in finding suitable candidates to fill vacancies for teachers in the schools has not been felt.

The prospect of increased emoluments seems to act favourably on the exertions of the teachers who certainly are a well conducted body of persons. It is unnecessary to say that the payments to the teachers have hitherto been much below their deserts. Everyone interested in the welfare of national education must hope for a bounteous increase thereto.

Condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

General Observations as to proficiency of Pupils found in Attendance at Inspections made during the year.

District 58, Bantry; Mr. Macdonnell.—*Reading* (including oral spelling and explanation).—The reading is fluent and tolerably intelligent, but deficient in distinctness and in style. The children have a very quick utterance, and a peculiar tone of voice—arising perhaps from the fact that in most of their homes "Irish" only is spoken—which are unfavourable to good reading. In the convent schools the character of the reading is superior.

Proficiency of Pupils found in attendance at inspections made during the year.

The number of children, present in 91 schools, examined for Secondary No. 1 report was 5,203. Of this number—

22.3 per cent.	were able to read Third and higher Books.
24.3 "	" Second Book.
25.4 "	" First Book.
28.0 "	were not able to read First Book.

The corresponding numbers, for 91 schools containing 5,569 pupils, examined in my late district, Nowtownards, for 1870, were 16, 18, 15, and 51 respectively.

The proficiency in oral spelling is tolerably good, but in the explanation of words and phrases, and the subject matter of the lessons there is room for considerable improvement.

Arithmetic.—The practical rules of arithmetic are fairly taught in a large number of the schools, but the theory of the rules is rather too much neglected. I find also that accuracy of results is not sufficiently kept in view. Mental arithmetic is well taught in several schools, but in a number of others it does not receive sufficient attention.

Of the 5,203 children present on the days of examination—

7.5 per cent.	were able to work text questions in proportion and practice.
14.3 "	" compound division.
17.6 "	" simple subtraction.
27.0 "	knew notation well.
33.0 "	were only beginning to learn arithmetic.

Appendix D. Excluding children not learning arithmetic the corresponding percentages are 12, 23, 61, 43·5

Proficiency of Pupils found in attendance at inspections made during the year. Penmanship.—The character of the penmanship is on the whole fairly satisfactory, and the schools afford good evidence of the progress under this head.

In several schools the writing is excellent. Of the total number present on the days of examination—

7·8	per cent.	were able to write with ease and freedom.
18·8	"	" fairly.
35·2	"	" only learning to write.
38·2	"	" not learning to write.

Excluding the children not learning to write, 12·6 per cent. of the remainder were able to write with ease and freedom, and 30·4 per cent. to write fairly.

The copy-books with head-lines are used in every school in the district. Soiled or scribbled copy-books are rarely met with.

Writing from Dictation.—Dictation is well taught in a large number of Schools.

16 per cent. of all the children present on the days of examination were able to write a sentence with ease and correctness.

12·4 per cent. were able to write a sentence with tolerable accuracy.

38·6 " were attempting to write easy sentences.

39·0 " were not learning to write from dictation.

Excluding the children not learning to write from dictation 16·4 per cent. of the remainder were able to write with ease and correctness, and 28·3 per cent. with tolerable accuracy. In several of the best schools the children write the dictation exercise on paper, and they are exercised in copying and in letter-writing.

Grammar.—Grammar is well taught in a number of schools, but in others it does not receive sufficient attention.

Of the total number of children present on the days of examination 11 per cent. were acquainted with the parts of speech, and 66 were able to parse an ordinary sentence.

Excluding the children not learning grammar 17·4 of the remainder were acquainted with the parts of speech, and 10·6 were able to parse.

These results are fully as satisfactory as I have met with in other districts.

Geography.—The proficiency in this branch is very fair. Twenty-five per cent. of all the children present were acquainted with the map of the World, and 13·7 per cent. with Europe and Ireland.

The corresponding numbers for the Newtownards district, for 1870, were 16 and 9 respectively.

Excluding the children not learning geography 42·4 per cent. were acquainted with the map of the World, and 22·6 with the geography of Europe and Ireland.

The maps in several schools are almost worn out. The want of the triennial free-stock is sensibly felt in the teaching of geography.

Needlework.—Number of schools in which needlework is taught, 71. Number of children learning needlework, 2,142.

The proficiency of 1,453 girls in 61 schools was tabulated. The following are the results:—

38·2	per cent.	were able to sew neatly.
40·6	"	" knit a stocking.
7·0	"	" cut out simple articles of dress.

In the convent schools needlework is taught in a very superior manner, but in many of the rural schools much is yet to be learned on the

subject. In general, in the rural schools there is a deficiency in materials for practising needlework.

Extra Branches:—

	Schools.	Number learning.	General Proficiency.	Proficiency of Pupils found in attendance at inspections made during the year.
Singing,	8	618	Good.	
Drawing,	2	90	Fair.	
Agriculture,	3	32	Good in 1 school.	
Memorisation,	28	93	Middling.	
Geometry,	18	69	Do.	
Algebra,	15	50	Do.	
Book-keeping,	10	30	Do.	
Trigonometry,	1	6	Fair.	
Navigation,	1	7	Do.	

General Observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

In the district there are 103 ordinary schools, 3 convent schools, and 4 Poor-law Union schools.

The average attendance for the ordinary schools is 54.2, for the convent schools 233.3, and for the Poor-law Union schools 30.

The number of school buildings vested in the Commissioners is 20, and the number vested in Trustees 7.

Of the school-rooms 46 are good, 27 fair, 23 middling, and 10 unsatisfactory.

In two cases only steps have been taken to have suitable buildings erected in place of existing bad ones. In the other cases where the accommodation is insufficient the managers informed me they could do nothing towards the erection of school-houses until the Legislature made the granting of sites for National schools compulsory on the owners of the soil.

The number of teachers in the different classes are:—

1st Class,	9
2nd "	36
3rd "	81
Probationers,	51

Number of teachers trained 50, untrained 127. Number in receipt of good-service salary 10.

In district 10, for 1870, there were—

In 1st Class,	33 teachers.
" 2nd "	50 "
" 3rd "	91 "
Probationers,	39 "

The teachers, as a body, are quiet and inoffensive, attentive to their duties, and anxious to discharge them properly.

Considering their low classification, and the small amount of school fees they receive, they discharge their duties with a very creditable degree of efficiency. They are worse paid than any teachers I have before met with, yet their schools would compare favourably with those in other districts.

Management—

15 managers are priests.
1 manager is a rector.
1 " Wesleyan clergyman.
2 managers are laymen.

The Managers in general take great interest in the schools, and co-operate with the Inspector in the best possible spirit in all matters relating to them.

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Monitors—

Condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

5 are in 1st Class.

76 " 2nd "

3 " 3rd "

Total, . . . 84

Of these 29 are males and 55 females.

These young persons acquitted themselves very fairly at the annual examination last summer, and I was able, in a large number of cases, to recommend the full gratuities to their teachers.

Singing and Drawing.—These branches are taught in the convent schools only.

Agriculture.—There is one agricultural school in the district which is very well conducted. In two other schools lessons on agriculture are read occasionally by the children in fourth class.

The district is entirely agricultural, and I am strongly of opinion that the value of the National schools would be greatly increased if the Commissioners would insist on the Agricultural Class Book being read in every one of them.

Payment of teachers by results:—

I have not yet sufficient experience of this new system of paying the teachers to enable me to form a correct judgment, and therefore I shall give the particulars only of the first twenty schools I examined in this way:—

Name of School.	Average Attendance for Year.	Number of Children examined.	Percentage of Results.
Drumclough,	50.3	78	16 8 0
Drumgariffe,	47.2	43	6 13 0
Combs,	57.1	77	16 9 6
Coombe,	49.2	31	5 18 6
Kilkerbane,	45.0	51	12 1 6
Rockwood,	40.2	47	14 11 6
Gartlawn,	59.6	42	9 15 6
Galladee,	37.2	27	7 14 0
Fourmilwater, m.,	59.8	79	14 0 6
Kilberrane,	28.4	24	10 0 0
Dunmanus,	45.0	88	10 15 0
Goleen, m.,	46.3	35	6 18 6
Crookhaven,	45.0	39	6 18 0
Lisgriffin,	84.5	93	16 8 0
Dunbeacon,	73.1	104	23 11 0
Reeshra, f.,	53.5	40	9 17 0
Direenlumane,	47.3	49	11 1 0
Dromore,	121.3	72	13 11 0
Keshkill,	128.2	123	29 15 0
Mohosheen,	74.0	50	14 19 6
		Average,	13 16 3 1/2

General Observations as to proficiency of Pupils found in Attendance at Inspections made during the year.

District 59, Dunmanway; Mr. Seymour.—*Reading* (including oral spelling and explanation).—The pupils in the greater number of the schools read intelligibly, though their pronunciation is often deficient in clearness and precision, and their style in fluency and ease. Oral spelling is practised generally, and with good results. In the explanation of words and phrases the answering is as a rule bad, though each class is taught to learn by rote the meanings of the words at the head of the

lesson. In the analysis of the subject-matter the want of careful and intelligent teaching is equally observable.

Arithmetic.—The proficiency in this branch was on the whole fairly satisfactory, the chief defect observable being a want of knowledge of the reasons of the rules, and of expertness in mental exercises.

Pennmanship.—Proficiency only very moderate. Less than 50 per cent. could write fairly out of the total number examined (which excluded first class), while those reckoned under the higher head of proficiency formed only about 8 per cent. of the whole.

Writing from Dictation.—The proficiency in this branch was very fair generally, a result to be in a great degree attributed to the practice of phrase-spelling, as well as to the general habit of writing dictation exercises on paper.

Grammar.—The knowledge of the parts of speech and of syntactical parsing was fair in the third and fourth classes respectively, the only ones from which any useful acquaintance with this subject could be expected.

Geography.—The proficiency in this branch was on the whole rather unsatisfactory, only 35 per cent. of those examined (which included second class) were well acquainted with the map of the World, and 11 per cent. with those of Europe and Ireland, while but a small proportion of the highest classes had a good knowledge of general geography and statistics.

Needlework.—The amount of work done in the industrial department during the year was very fair.

Extra Branches:—

	Schools.	Number learning.	General Proficiency.
Singing,	3	750	Fair.
Drawing,	3	139	Tolerably fair.
Agriculture,	—	—	Not estimated.
Mensuration,	11	48	Very fair.
Geometry,	11	42	Tolerable.
Algebra,	3	21	Indifferent.
Book-keeping,	4	82	Tolerably fair.

General Observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

I have not been sufficiently long in this district to be yet well acquainted with its educational condition and circumstances. I may say, however, that they appear to be fairly satisfactory and improving. A large number of schools were added in the course of the year, and there is a more general disposition to take the Board's grant for building. I have heard complaints from some of the Managers that the school-houses built by the Board of Works are of too expensive a character, and that plainer buildings, in which space would be more an object than external ornament or architectural design, would meet the requirements of the country districts better.

The Managers take considerable interest in the well-being of the schools, and are always anxious to procure the services of well-qualified teachers. The teachers are for the most part industrious and exemplary, and a large number of them are possessed of more than average educational skill and literary attainments. Some apprehension exists that the system of "payment by results" will work unfavourably to the teachers' interest in rural schools where the attendance fluctuates considerably, and much disappointment has been expressed that a larger proportion of the results' fees would not be paid this year. I believe, however, that a good deal of misapprehension with reference to the nature and tendency of this

Appendix D.
Proficiency of Pupils found in attendance at inspections made during the year.

Condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.

Appendix D. system exists among the teachers which further experience of it will be likely to remove. Nothing certainly can be more admirable than the new plan of examination, which appears to contain at once all the elements necessary to obtain a complete and accurate view of the condition of a school and of the results of the teachers' exertions.

Proficiency of Pupils found in attendance at inspections made during the year. *General Observations as to proficiency of Pupils found in Attendance at Inspections made during the year.*

District 60, Mr. Gillic.—*Reading* (including oral spelling and explanation).—The style of reading is becoming gradually more intelligent and pleasing, and pupils advance more quickly in this branch than in any other, being always qualified in reading before they are ready for promotion in the remaining subjects of the programme.

Oral spelling and explanation are well attended to.

Arithmetic.—Arithmetic is well taught for practical purposes, and as much attention as time admits of is paid to theory and principles.

Penmanship.—Penmanship is well taught, and the highest excellence attained in some instances.

Writing from Dictation.—Writing from dictation is successfully taught, and transcription on paper well attended to generally.

Grammar.—Sufficient attention is paid to grammar.

Geography.—Geography is taught with very fair success.

Needlework.—Needlework in general is well taught. In the convent schools, as usual, the proficiency is very superior.

Extra Branches:—

	Schools.	Number learning.	General Proficiency.
Singing,	27	3505	Fair.
Drawing,	20	1008	Tolerably fair.
Agriculture,	1	15	Satisfactory.
Measurement,	25	222	} Tolerable.
Geometry,	25	194	
Algebra,	7	58	
Book-keeping,	11	149	} Fair.
Physical and Applied Science, 2		46	

Condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools. *General Observations as to the condition and prospects of National Education in the District, with suggestions for increasing the efficiency of the Schools.*

The want of a system of training acceptable to the generality of Managers is still felt.

The introduction of the plan of payment for results I believe to be the greatest improvement ever adopted by the Commissioners, and admirably calculated to extend and elevate the education of our people.

**SUMMARIES OF TABLES RETURNED BY THE DISTRICT INSPECTORS
IN THEIR ANNUAL REPORTS FOR 1871.**

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TABLE No. 1.—Classification of 4,579 National Schools in 1880.

Schools.	No. of Schools included.	Building and Repairs.				Furniture and Apparatus.				Grounds, Ornaments, &c.			
		Cost.	Rep.	Warming.	Lighting.	Cost.	Rep.	Warming.	Lighting.	Cost.	Rep.	Warming.	Lighting.
1880	4579	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000
1881	4579	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000
1882	4579	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000
1883	4579	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000
1884	4579	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000
1885	4579	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000
1886	4579	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000
1887	4579	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000
1888	4579	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000
1889	4579	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000
1890	4579	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000
1891	4579	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000
1892	4579	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000
1893	4579	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000
1894	4579	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000
1895	4579	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000
1896	4579	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000
1897	4579	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000
1898	4579	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000
1899	4579	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000
1900	4579	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000

* See notes.

Environ, in regard to tooth malocclusion in the following Table :—

		Bulb Dates		Open Announcements		Boggy's Books and Files	
101	1001	101	1001	101	1001	101	1001
102	1002	102	1002	102	1002	102	1002
103	1003	103	1003	103	1003	103	1003
104	1004	104	1004	104	1004	104	1004
105	1005	105	1005	105	1005	105	1005
106	1006	106	1006	106	1006	106	1006
107	1007	107	1007	107	1007	107	1007
108	1008	108	1008	108	1008	108	1008
109	1009	109	1009	109	1009	109	1009
110	1010	110	1010	110	1010	110	1010
111	1011	111	1011	111	1011	111	1011
112	1012	112	1012	112	1012	112	1012
113	1013	113	1013	113	1013	113	1013
114	1014	114	1014	114	1014	114	1014
115	1015	115	1015	115	1015	115	1015
116	1016	116	1016	116	1016	116	1016
117	1017	117	1017	117	1017	117	1017
118	1018	118	1018	118	1018	118	1018
119	1019	119	1019	119	1019	119	1019
120	1020	120	1020	120	1020	120	1020

TABLE 2.—Exhibiting Classification of 6,592 National Schools in 58 School Districts, as to observance of Cleanliness, Neatness, and Order.

District.	No. of Schools returned.	School-rooms.				Children.				Out-Offices.				
		Good.	Fair.	Middling.	Unsat- isfactory.	Good.	Fair.	Middling.	Unsat- isfactory.	Good.	Fair.	Middling.	Unsat- isfactory.	Notes.
1	126	37	15	20	3	75	30	20	-	23	10	9	-	80
2	120	33	23	17	14	40	40	30	10	37	29	16	12	25
3	126	40	35	4	5	67	40	10	-	86	64	14	0	20
4	127	49	05	11	3	60	73	4	-	10	42	13	19	43
5	128	37	64	17	30	33	72	15	9	20	30	-	3	75
6	130	73	40	8	2	60	79	0	1	41	30	6	1	39
7	133	75	44	14	4	70	47	16	-	32	28	14	14	84
8	140	62	60	17	4	27	91	25	-	26	61	24	2	17
9	113	68	45	-	-	84	27	2	-	61	35	2	4	15
10	117	49	44	21	3	44	55	18	-	68	40	20	11	3
11	125	75	45	5	-	53	62	10	-	25	50	24	4	13
12	118	34	40	37	17	34	41	36	7	9	13	7	02	73
13	119	85	40	29	15	89	35	24	10	20	9	6	10	73
14	109	48	35	16	13	88	35	16	-	24	10	3	-	62
15	140	29	98	21	3	21	106	17	2	25	49	12	2	28
16	114	40	56	17	1	22	74	18	-	26	35	26	3	15
17	134	50	40	44	-	50	40	44	-	50	40	22	3	10
18	132	68	38	20	4	63	29	16	2	41	12	6	4	82
19	115	46	82	26	7	23	46	43	9	18	31	21	12	32
20	86	22	48	23	2	14	62	19	-	8	8	2	-	75
21	113	52	48	7	2	47	37	8	4	18	7	0	9	78
22	120	36	70	10	3	22	84	14	-	13	18	17	6	39
23	126	30	42	22	1	-	-	-	-	15	18	7	0	61
24	128	37	14	12	3	86	29	6	7	30	14	10	12	43
25	117	79	19	23	5	69	21	25	11	36	25	23	8	20
26	94	24	46	14	5	18	44	22	8	83	12	8	5	25
27	116	42	34	17	8	58	33	0	-	29	2	8	13	68
28	124	37	56	9	2	49	53	11	-	40	16	8	2	56
29	113	37	19	7	2	81	34	-	-	77	11	18	-	9
30	160	32	18	-	-	80	20	-	-	65	25	-	-	10
31	104	24	02	19	8	21	94	13	6	10	17	1	3	103
32	81	32	8	23	11	43	15	27	0	81	6	4	7	42
33	117	35	33	33	16	34	42	83	0	27	24	24	14	58
34	80	11	44	27	1	10	48	27	-	0	12	21	-	41
35	108	66	42	2	-	38	51	6	-	20	42	6	1	41
36	102	38	41	8	-	37	37	8	-	38	22	6	-	38
37*	-	-	-	-	-	-	-	-	-	-	-	-	-	-
38	74	45	18	7	4	18	40	14	7	20	30	9	6	31
39	95	46	30	0	4	27	66	2	-	88	20	7	0	21
40	100	43	38	12	1	31	35	8	3	23	20	13	9	26
41	27	73	19	-	-	40	28	-	-	20	24	19	1	27
42	112	48	31	18	15	41	36	28	7	23	32	6	12	30
43	112	46	40	23	5	28	62	28	2	62	14	6	7	34
44	98	56	41	1	-	36	42	-	-	30	31	5	5	27
45	113	31	30	24	8	60	64	15	4	88	7	2	9	21
46	114	37	53	8	-	38	54	2	-	28	15	3	-	63
47*	-	-	-	-	-	-	-	-	-	-	-	-	-	-
48	112	28	25	23	4	72	24	18	3	50	10	21	24	12
49	89	39	10	-	-	92	7	-	-	47	16	9	-	27
50	98	25	30	46	-	20	20	42	-	53	22	15	1	33
51	95	50	44	8	1	40	33	3	-	47	27	6	-	13
52	118	66	29	15	8	53	32	15	-	67	14	3	4	26
53	102	40	47	13	2	80	23	14	2	27	25	10	3	43
54	123	68	27	26	2	68	35	25	-	43	10	22	3	48
55	112	34	33	24	8	34	23	3	-	43	21	12	10	26
56	122	37	43	22	14	61	37	25	9	25	46	14	3	41
57	119	79	20	10	-	49	65	12	-	76	12	8	2	19
58	106	32	34	10	-	28	70	7	-	27	20	2	-	27
59	114	30	67	18	30	-	72	24	12	8	44	12	7	48
60	102	30	47	3	-	54	44	4	-	45	23	14	2	17
Total.	6,592	3,063	2,824	905	270	3,687	2,762	890	147	1,847	1,987	677	342	2,029
Percent.	-	46.5	55.5	18.7	4.1	41.2	42.7	18.3	2.3	28.5	31.0	10.3	5.2	30.9

* No returns.

TABLE No. 3.—Classification of 6,530 National Schools in 58 School Districts, as to the nature of the Average Daily Attendance commanded by them; also the number of Schools for which the Teachers pay Rent, and the average Rent per School.

District.	No. of Schools.	Number of Schools respectively in which the average daily attendance of Pupils is						Average per School of those under 20.	Average per School for centre District.	Average attendance in Ordinary National Schools.	No. of Schools for which Teachers pay rent.	Amount of Rent.	Average Rent per School.
		Under 20.	20 but under 25.	25 but under 30.	30 but under 35.	35 but under 40.	40 and above.						
1	118	46	23	31	15	3	—	23.4	34	34.5	1	2 s. d.	2 s. d.
2	128	33	27	22	27	3	—	24.5	44.1	39.2	—	4 0 0	4 0 0
3	126	30	22	33	29	3	—	24.2	42.0	41.4	14	0 14 0	0 1 0
4	127	28	30	28	41	12	—	25.5	48.7	42.6	—	—	—
5	122	39	21	33	21	12	—	23.7	39.8	38.6	—	—	—
6	129	38	20	34	29	7	1	24.1	39.1	38.2	—	—	—
7	128	38	30	32	29	4	—	23.0	38	37.8	7	28 15 8	2 19 34
8	148	13	12	14	59	35	10	23.4	41.6	41.7	2	3 18 0	4 5 0
9	119	11	11	10	19	38	27	22.4	37.4	37.7	2	3 18 0	2 15 0
10	115	11	8	14	32	39	11	21.6	34.7	39.5	1	4 0 0	4 0 0
11	125	24	15	26	39	25	4	24.4	39.1	44.7	7	4 1 8	0 11 8
12	122	19	14	27	48	15	1	22.6	47	45	38	0 0 7 8	1 11 21
13	119	45	23	38	15	2	1	25	33.5	33.6	39	64 10 0	2 3 9
14	103	47	19	24	10	2	—	25	33.4	33.2	19	18 7 6	1 19 0
15	145	32	33	33	43	5	—	24.5	40	40	2	3 16 0	1 18 0
16	114	28	16	27	45	11	2	24.7	47.1	45.6	5	10 10 0	3 10 0
17	124	25	17	34	45	10	5	23.8	46	45	2	6 0 0	3 0 0
18	122	28	17	27	44	14	2	23	47.7	45	11	17 5 0	1 11 42
19	116	20	12	21	39	28	5	24.5	32.8	40.5	5	22 9 2	4 8 5
20	86	19	22	18	38	9	3	23.3	44.3	44.2	21	34 14 0	1 13 0
21	115	8	4	14	44	47	3	24.9	34.1	33.7	5	11 8 0	2 5 0
22	130	5	11	34	45	23	2	23.3	32.1	31	39	64 12 6	2 2 1
23	129	33	24	38	28	6	2	23.4	40	38.6	—	—	—
24	126	31	23	34	28	17	1	23.3	42.9	41.7	17	37 10 11	2 4 11
25	111	28	17	32	29	8	4	21	50.4	41.7	5	1 12 3	0 10 9
26	86	19	18	22	37	3	1	22.5	42.4	42.7	—	—	—
27	116	8	12	41	38	15	2	23.9	46.2	47.7	7	8 18 8	1 4 5
28	124	19	28	32	34	18	1	23.1	47.1	49.2	21	42 0 0	2 0 0
29	114	46	19	39	16	4	2	24.3	38.8	34.3	—	—	—
30	85	12	11	28	19	28	11	23.5	37.1	38.7	—	—	—
31	122	42	26	32	26	4	—	24.5	36.7	36.7	44	32 10 11	1 17 34
32	91	5	8	18	30	21	8	23	34.5	33	2	6 0 0	3 0 0
33	117	39	28	19	21	3	2	23.8	41.3	39.3	1	0 18 0	0 10 0
34	88	25	11	18	14	10	5	24.8	36	37.3	—	—	—
35	109	23	26	27	12	15	3	23.8	46.0	39.7	2	4 2 5	2 1 3
36	102	15	18	38	28	10	5	25	36.6	43.7	—	—	—
37	—	—	—	—	—	—	—	—	—	—	—	—	—
38	78	5	4	7	15	25	17	27.1	35.6	28.3	—	—	—
39	94	23	14	21	26	7	9	24.5	39.8	42.7	—	—	—
40	100	28	14	16	21	12	9	24.2	37.9	42.3	—	—	—
41	98	14	20	38	27	9	8	24	32.5	35	—	—	—
42	113	21	10	21	34	23	8	24.8	32.8	30	3	3 0 0	1 10 0
43	112	15	12	39	41	10	2	23.6	46.1	45	—	—	—
44	93	8	18	27	28	28	5	24.2	35.2	31.8	—	—	—
45	113	9	8	24	34	20	6	21.1	64.6	39.3	8	12 0 0	1 10 8
46	114	7	3	18	33	48	9	27.4	38.8	36.2	6	12 2 0	1 10 8
47	—	—	—	—	—	—	—	—	—	—	—	—	—
48	112	4	6	19	48	38	5	19.3	34.8	38.4	—	—	—
49	99	18	18	16	35	11	1	24.3	46.1	44.6	2	6 18 0	3 9 6
50	97	33	15	16	17	5	8	23.5	47.9	39.3	—	—	—
51	94	7	3	15	30	23	6	26	22.4	33.4	4	0 10 0	2 7 4
52	115	8	7	14	32	42	12	20	49	33	9	28 2 6	3 2 5
53	100	7	9	18	38	19	9	28.7	39.4	38.7	1	2 0 0	2 0 0
54	128	5	11	18	44	38	11	22.4	22.5	34	—	—	—
55	110	4	8	12	28	47	8	28	39.5	35.6	—	—	—
56	113	5	5	18	38	43	8	26.3	38.3	29.5	9	9 0 0	3 0 0
57	113	5	4	17	41	33	18	24	71	33	3	8 0 8	2 13 4
58	105	18	4	20	37	27	5	24.7	33.2	34.2	1	4 8 0	4 0 0
59	113	10	7	18	45	32	5	20.1	31	35.3	—	—	—
60	115	5	4	8	23	35	16	19	37	35.5	—	—	—
Total.	6,530	1,186	838	1,348	1,737	1,085	294	—	—	—	329	336 18 42	1 10 42
Percent.	—	17.9	12.8	20.6	27.4	16.6	4.5	—	—	—	—	—	—

* No returns.

TABLE No. 4.—Ages of 284,353 Pupils examined by Inspectors

District.	No. of Schools.	Under 5 years of age.		5 and under 6.		6 and under 7.		7 and under 8.		8 and under 9.	
		M.	F.	M.	F.	M.	F.	M.	F.	M.	F.
1.	89	56	48	73	69	114	83	162	93	138	117
2.	66	72	115	138	138	143	121	145	164	142	156
3.	109	159	144	162	125	263	228	291	246	265	254
4.	101	163	244	244	230	288	316	311	274	317	274
5.	103	87	86	135	143	232	218	251	280	245	260
6.	124	63	64	125	122	299	229	221	251	256	246
7.	117	113	132	181	203	221	229	289	221	246	279
8.	110	324	732	310	460	560	487	445	329	452	457
9.	100	330	350	408	376	467	479	548	404	430	433
10.	84	225	171	231	294	383	273	357	316	360	338
11.	112	181	261	310	319	437	321	434	240	437	417
12.	93	57	82	144	183	174	298	224	228	253	243
13.	87	53	54	93	92	130	112	162	130	170	181
14.	86	35	46	65	106	170	154	197	202	243	213
15.	71	75	87	131	192	197	128	181	127	260	129
16.	102	160	220	208	197	261	275	368	230	304	240
17.	113	180	211	233	243	286	293	321	270	344	276
18.	118	127	182	183	168	310	277	403	287	338	333
19.	94	67	193	195	227	267	293	279	254	326	336
20.	61	84	125	176	193	241	219	253	248	283	263
21.	107	181	105	194	284	325	336	410	374	511	505
22.	103	62	86	152	137	267	247	295	293	342	338
23.	100	86	117	180	135	214	236	301	223	267	269
24.	84	21	19	70	80	173	167	245	214	288	258
25.	107	112	189	216	219	274	280	323	348	350	371
26.	82	48	27	118	93	164	134	267	263	283	236
27.	87	53	89	95	133	183	161	254	219	273	236
28.	118	241	174	273	222	313	285	346	337	533	337
29.	113	98	64	122	102	188	173	239	228	299	293
30.	44	261	603	239	314	247	230	294	334	187	363
31.	96	61	97	131	156	170	140	213	296	247	294
32.	80	22	32	65	80	189	129	263	229	218	261
33.	72	85	110	97	124	142	163	163	153	179	183
34.	67	68	230	199	155	178	104	230	209	242	211
35.	107	48	96	143	177	199	238	296	256	349	344
36.	97	69	199	149	187	292	293	232	240	260	225
37.	—	—	—	—	—	—	—	—	—	—	—
38.	80	345	404	536	583	294	378	269	349	261	464
39.	92	147	179	161	216	242	285	207	284	307	249
40.	87	178	236	191	191	240	208	327	232	304	231
41.	25	16	106	42	58	45	77	43	82	73	83
42.	72	38	58	84	89	151	139	218	221	246	181
43.	93	125	171	189	238	296	284	267	316	394	274
44.	98	97	138	138	164	191	196	229	250	238	243
45.	—	—	—	—	—	—	—	—	—	—	—
46.	112	160	230	274	283	373	380	489	483	337	468
47.	—	—	—	—	—	—	—	—	—	—	—
48.	103	274	244	262	228	261	294	220	228	218	230
49.	88	92	107	145	160	196	196	220	220	266	243
50.	30	105	233	130	275	240	292	282	344	250	310
51.	—	—	—	—	—	—	—	—	—	—	—
52.	111	164	261	240	330	342	390	416	508	484	431
53.	79	32	112	164	164	194	265	271	263	256	226
54.	88	141	430	181	262	150	244	220	272	320	267
55.	87	111	245	203	290	295	334	373	322	428	341
56.	82	185	230	265	240	321	321	362	392	404	413
57.	103	150	249	294	283	330	380	422	404	481	453
58.	91	84	166	132	181	214	260	300	276	339	293
59.	96	148	210	247	308	340	370	373	335	437	403
60.	48	141	208	119	137	127	169	193	299	163	213
Total.	3,105	7,178	10,658	10,193	11,629	13,575	12,678	12,143	15,581	17,294	16,332
Per cent.	—	—	6.05	—	7.5	—	8.6	—	11.2	—	11.6

* No returns

in 56 School Districts during the year 1871.

9 and under 10.		10 and under 11.		11 and under 12.		12 and under 13.		13 and under 14.		14 and under 15.		District.
M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	
179	90	158	118	187	98	117	189	113	86	107	90	1
159	163	137	140	98	169	81	70	61	43	33	24	2
294	308	298	272	227	220	203	171	181	117	82	98	3
267	272	228	199	172	151	144	126	87	71	56	43	4
243	249	241	268	218	144	194	140	118	91	111	89	5
247	288	331	309	256	291	284	392	171	112	95	73	6
318	284	357	290	252	292	268	280	170	125	122	96	7
460	491	345	337	279	273	182	194	96	68	51	27	8
482	348	407	306	317	303	256	230	115	134	55	70	9
277	260	224	256	248	198	189	113	118	55	43	37	10
490	285	383	248	278	144	210	89	136	69	81	42	11
243	218	286	209	239	234	151	191	112	114	78	65	12
189	126	222	150	144	191	145	87	98	42	51	29	13
247	220	211	148	149	104	179	124	93	77	48	37	14
177	151	189	127	150	89	162	65	65	39	41	14	15
329	267	265	254	215	179	204	159	169	95	70	67	16
273	279	248	246	281	211	217	160	164	116	127	60	17
420	392	429	407	370	311	378	389	229	153	180	90	18
287	318	277	294	262	290	173	162	125	117	78	77	19
285	277	247	214	197	150	173	85	87	70	50	39	20
545	486	458	581	571	499	549	591	878	826	226	216	21
272	422	408	459	328	365	228	336	181	164	119	115	22
948	345	347	242	246	283	215	220	158	121	84	88	23
358	292	279	290	295	172	174	152	155	127	122	77	24
915	342	324	362	293	296	217	233	149	159	162	163	25
276	296	284	258	383	221	204	219	142	149	163	79	26
299	265	303	275	256	215	261	298	148	168	161	113	27
391	395	392	316	373	277	306	254	187	184	168	127	28
264	249	287	261	257	252	202	208	168	114	78	67	29
186	403	161	941	109	359	80	229	57	142	22	86	30
298	190	151	193	106	145	191	121	77	80	43	67	31
248	222	209	166	183	109	120	121	131	94	104	91	32
174	191	172	178	134	141	114	119	79	80	47	62	33
231	212	219	212	179	190	174	159	92	108	62	68	34
568	393	388	429	277	282	290	222	163	172	168	85	35
960	503	525	519	232	252	227	258	189	169	112	112	36
274	248	228	222	153	285	93	250	38	147	39	74	37*
590	536	298	305	210	220	188	106	129	188	91	82	38
290	294	815	291	240	250	191	202	94	119	97	84	39
43	79	39	88	98	51	24	41	8	58	8	28	40
278	277	275	292	216	219	218	180	180	108	59	45	41
268	292	222	256	175	295	117	166	68	85	92	59	42
277	280	250	265	184	218	194	184	129	112	78	72	43
464	532	325	500	442	475	440	458	289	269	190	144	44*
254	349	314	379	315	463	368	445	344	224	264	282	45*
324	280	224	264	212	210	191	189	127	108	82	78	46
289	398	265	316	225	282	168	224	99	112	56	108	47
482	598	481	577	357	471	354	499	219	989	145	175	48
391	391	368	399	288	271	268	279	192	192	162	143	49
347	492	274	328	349	892	273	399	208	277	168	194	50
399	392	389	367	303	298	261	227	187	122	111	98	51
432	439	411	432	309	356	267	216	159	197	128	112	52
468	438	408	463	418	339	365	388	247	269	159	127	53
234	340	379	362	265	277	245	241	151	142	89	76	54
482	429	424	420	342	305	210	277	188	184	107	90	55
167	195	159	194	118	166	101	141	72	109	59	41	56
17,287	16,694	15,691	18,789	13,206	13,552	12,057	11,539	7,968	7,488	5,231	4,719	
11-9		11-9		9-8		8-9		5-4		2-5		

* No returns.

[continued.]

TABLE No. 4—continued.—Ages of 284,253 Pupils examined by Inspectors in 56 School Districts during the year 1871.

District.	15 and under 16.		16 and under 17.		17 and under 18.		18 and under 19.		19 and under 20.		20 and above.		Total.
	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	
1	45	61	38	28	13	6	13	6	2	1	3	—	2,920
2	16	10	8	6	2	3	—	—	—	—	—	—	2,812
3	43	44	29	19	9	9	6	1	4	—	8	—	4,881
4	89	21	10	11	4	6	7	2	—	—	5	—	4,663
5	40	40	43	6	—	—	—	—	—	—	—	—	4,331
6	47	24	28	6	11	4	11	1	5	1	7	—	4,918
7	70	33	47	22	17	5	10	5	3	2	2	—	3,290
8	84	19	3	4	—	—	—	—	—	—	—	—	3,085
9	18	37	4	7	2	8	1	—	—	—	—	1	2,737
10	16	10	8	2	2	2	—	—	—	—	—	—	3,022
11	22	20	18	11	3	—	1	—	1	—	—	1	3,355
12	52	35	18	22	10	18	6	6	—	1	1	1	4,356
13	24	6	17	5	—	—	—	1	—	—	—	—	2,718
14	80	90	18	10	4	1	6	—	1	—	2	—	3,173
15	28	5	19	8	3	1	4	1	2	—	1	—	2,680
16	41	22	16	8	7	5	1	—	—	—	—	—	4,764
17	47	28	15	14	—	—	—	—	—	—	—	—	3,540
18	77	46	33	26	24	7	6	2	6	—	6	1	4,622
19	45	42	24	30	3	9	6	16	1	2	—	—	3,822
20	31	16	16	11	8	—	6	—	—	—	2	—	4,038
21	133	86	76	67	20	24	16	10	1	—	—	—	3,244
22	56	44	17	23	0	8	2	1	—	—	—	—	3,511
23	40	58	20	32	12	0	7	8	3	1	1	1	4,128
24	67	47	31	50	—	—	—	—	—	—	—	—	3,335
25	84	59	24	26	10	10	3	8	4	—	3	—	3,731
26	52	40	36	4	8	1	7	2	2	—	1	—	4,405
27	67	66	9	24	10	8	4	5	—	3	1	1	4,208
28	82	68	40	27	19	3	10	—	—	—	—	—	4,567
29	62	53	43	66	4	8	3	—	1	—	1	—	4,468
30	12	42	1	15	—	13	—	2	—	2	1	6	3,843
31	23	19	16	10	7	4	1	1	—	—	—	—	3,271
32	41	91	28	6	5	—	1	—	—	—	—	—	3,268
33	16	36	9	14	4	6	3	9	9	—	—	—	2,928
34	23	29	29	20	—	—	—	—	—	—	—	—	3,552
35	46	46	21	12	2	—	—	—	—	—	—	—	3,236
36	61	36	38	31	20	4	9	3	9	—	—	—	3,280
37*	—	—	—	—	—	—	—	—	—	—	—	—	—
38	3	108	1	—	—	—	—	—	—	—	—	—	6,526
39	28	32	17	10	—	—	—	—	—	—	—	—	3,233
40	29	58	6	6	2	3	—	2	—	—	—	—	4,507
41	—	18	3	12	—	—	—	—	—	—	—	—	1,383
42	29	18	30	7	2	2	1	—	1	—	—	—	3,177
43	14	18	—	—	—	—	—	—	—	—	—	—	4,387
44	25	39	4	14	—	—	—	—	—	—	—	—	4,175
45*	—	—	—	—	—	—	—	—	—	—	—	—	—
46	106	70	49	14	7	—	—	1	—	—	—	—	6,718
47*	—	—	—	—	—	—	—	—	—	—	—	—	—
48	186	261	144	264	42	177	9	78	—	33	—	6	7,712
49	84	34	19	3	9	—	2	—	—	—	1	—	4,681
50	52	35	6	10	5	5	2	5	1	—	—	—	6,179
51*	—	—	—	—	—	—	—	—	—	—	—	—	—
52	62	70	42	22	13	10	4	—	—	—	1	—	4,487
53	53	74	25	30	6	7	—	1	1	—	—	—	3,264
54	51	47	68	48	—	—	—	—	—	—	—	—	3,173
55	40	46	28	20	9	6	2	2	—	—	—	—	4,732
56	51	45	24	15	12	2	6	2	8	—	—	—	3,301
57	98	68	43	37	—	—	—	—	—	—	—	—	7,810
58	45	35	21	14	—	3	—	1	—	—	—	—	3,208
59	62	51	21	13	—	6	—	—	—	—	—	—	3,224
60	10	14	5	26	—	—	—	—	—	—	—	—	3,238
Total.	2,500	2,429	1,360	1,137	349	693	165	170	45	49	40	21	284,253
Percent.	1.7		0.9		0.6		0.1		0.03		0.02		

* No returns.

TABLE No. 5.—Number of Paid Monitors in Board's Service in the several Districts at end of year 1871.

District.	Total Number of Monitors.	First Class.			Senior.			Junior.			District.
		Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	
1	16	1	1	2	16	14	27	2	3	7	1
2	48	1	2	3	11	26	64	5	6	11	2
3	50	1	3	4	22	14	39	7	3	10	3
4	32	—	—	—	21	24	45	4	—	7	4
5	62	—	2	2	30	25	55	3	2	5	5
6	51	—	6	3	14	16	32	7	9	16	5
7	33	1	—	1	13	15	28	2	2	4	7
8	68	—	4	4	12	69	72	2	3	5	8
9	64	—	2	2	5	82	37	—	3	3	9
10	119	—	2	2	24	69	104	5	8	13	10
11	76	1	3	4	21	36	57	3	6	14	11
12	38	—	1	1	17	20	37	—	—	—	12
13	61	—	—	—	12	15	27	3	1	4	16
14	44	3	3	6	15	15	30	4	4	8	14
15	34	1	1	2	13	11	26	2	—	2	15
16	70	—	1	1	23	29	62	3	2	7	16
17	47	—	2	2	21	26	47	5	3	8	17
18	67	—	1	1	20	16	36	—	—	—	18
19	59	—	4	4	13	26	33	—	6	6	19
20	32	—	—	—	18	16	31	—	1	1	20
21	193	1	1	2	59	46	83	6	2	6	21
22	68	—	1	1	37	32	69	19	8	25	22
23	29	—	—	—	3	13	25	4	2	6	23
24	37	—	1	1	13	18	31	4	1	5	24
25	69	—	2	2	7	29	36	14	17	31	25
26	24	—	—	—	11	6	19	4	1	5	26
27	38	—	—	—	13	24	42	10	6	18	27
28	47	—	—	—	19	24	43	9	5	14	28
29	45	—	1	1	17	27	44	—	—	—	29
30	154	—	6	6	13	169	127	11	3	15	30
31	54	—	—	—	25	20	54	—	—	—	31
32	36	—	1	1	17	6	23	1	3	5	32
33	69	2	2	4	14	66	80	2	6	8	33
34	73	1	3	4	14	43	59	16	2	12	34
35	69	—	3	3	22	32	54	1	1	2	35
36	64	1	—	1	18	37	55	5	3	6	36
37	—	—	—	—	—	—	—	—	—	—	37
38	141	1	13	13	17	192	119	3	0	3	38
39	72	1	4	5	20	41	61	6	3	9	39
40	114	—	5	5	26	56	79	6	24	30	40
41	73	—	3	3	22	49	66	—	3	3	41
42	—	—	—	—	—	—	—	—	—	—	42
43	71	1	3	9	20	41	61	4	—	4	43
44	77	—	2	2	19	49	63	4	3	7	44
45	66	—	1	1	33	44	82	1	2	3	45
46	197	1	4	5	67	63	109	1	1	2	46
47	—	—	—	—	—	—	—	—	—	—	47
48	50	—	3	3	14	29	53	4	3	7	48
49	42	—	—	—	9	27	36	6	2	8	49
50	30	—	2	2	2	20	28	—	—	—	50
51	120	—	14	14	31	76	109	—	3	3	51
52	120	2	4	6	49	61	101	19	7	26	52
53	79	—	3	3	19	41	60	3	4	7	53
54	71	—	3	3	13	43	64	2	3	4	54
55	95	—	2	2	23	44	79	6	6	12	55
56	88	—	5	5	61	44	75	10	6	18	56
57	94	2	3	10	26	30	78	3	3	6	57
58	64	1	4	5	23	30	76	2	1	3	58
59	146	—	3	3	49	61	101	—	1	1	59
60	137	—	3	3	68	34	122	3	9	12	60
Total.	3,966	23	143	171	1,207	2,189	3,581	233	231	464	—

• No returns.

Table No. 6.—Showing the Number of Teachers employed in each District at the end of year 1871.

District	School					Total
	Male		Female			
	Principal	Assistant	Principal	Assistant	Superintendent	
A	Principal		Principal			Total
	Assistant		Assistant			
B	Principal		Principal			Total
	Assistant		Assistant			
C	Principal		Principal			Total
	Assistant		Assistant			
D	Principal		Principal			Total
	Assistant		Assistant			
E	Principal		Principal			Total
	Assistant		Assistant			
F	Principal		Principal			Total
	Assistant		Assistant			
G	Principal		Principal			Total
	Assistant		Assistant			
H	Principal		Principal			Total
	Assistant		Assistant			
I	Principal		Principal			Total
	Assistant		Assistant			
J	Principal		Principal			Total
	Assistant		Assistant			
K	Principal		Principal			Total
	Assistant		Assistant			
L	Principal		Principal			Total
	Assistant		Assistant			
M	Principal		Principal			Total
	Assistant		Assistant			
N	Principal		Principal			Total
	Assistant		Assistant			
O	Principal		Principal			Total
	Assistant		Assistant			
P	Principal		Principal			Total
	Assistant		Assistant			
Q	Principal		Principal			Total
	Assistant		Assistant			
R	Principal		Principal			Total
	Assistant		Assistant			
S	Principal		Principal			Total
	Assistant		Assistant			
T	Principal		Principal			Total
	Assistant		Assistant			
U	Principal		Principal			Total
	Assistant		Assistant			
V	Principal		Principal			Total
	Assistant		Assistant			
W	Principal		Principal			Total
	Assistant		Assistant			
X	Principal		Principal			Total
	Assistant		Assistant			
Y	Principal		Principal			Total
	Assistant		Assistant			
Z	Principal		Principal			Total
	Assistant		Assistant			

APPENDIX F.

EXTRACTS FROM AGRICULTURAL INSPECTORS' REPORTS ON
NATIONAL AGRICULTURAL SCHOOLS AND FARMS for the
year 1871.

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II.—MR. BROGAN,	347
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APPENDIX F.

EXTRACTS from AGRICULTURAL INSPECTORS' REPORTS ON NATIONAL AGRICULTURAL SCHOOLS and FARMS for the year 1871.

Appendix.

Reports on
Agricultural
School
Farms.

No. 1.—MR. BALDWIN.

The following table gives the occupation of my time in 1871:—

(a.) Away from home on inspection duty (exclusive of Sundays, on which I was compelled to travel),	185 days
(A.) Transacting business at Glasnevin exclusively,	17 "
(c.) Ditto at Education Office exclusively,	NIL "
(d.) Ditto partly at Glasnevin and partly at Education Office,	189 "
(e.) Sundays and official holidays,	56 "
(f.) Off duty,	18 "
	365 "

Total number of miles travelled during year on the Board's service, 12,197½ miles.

The Department embraces—

- I. The Albert or Central Agricultural School, Glasnevin.
- II. Twenty-one Agricultural Schools of the First-class, under the exclusive management of the Commissioners.
- III. Fourteen First-class Agricultural Schools, under local management.
- IV. One hundred and twenty-nine ordinary National Schools, to which school farms and school gardens are attached.

In addition, the Board's Agricultural Text-books are read in a great many rural National Schools, which do not rank as Agricultural Schools at all.

The following Table shows the number of Schools in each of these classes since 1851:—

YEAR.	Number of Schools in each Year.				
	First Class.	Ordinary.	School Gardens.	Total.	Workhouse.
1852, . . .	27	39	8	69	23
1853, . . .	33	43	8	79	50
1854, . . .	35	47	3	85	70
1855, . . .	37	46	8	86	79
1856, . . .	37	51	3	91	77
1857, . . .	39	48	3	90	76
1858, . . .	42	47	3	92	64
1859, . . .	38	45	2	85	53
1860, . . .	36	42	2	80	41
1861, . . .	36	39	2	77	43
1862, . . .	36	48	3	87	47
1863, . . .	36	50	3	89	"
1864, . . .	36	55	3	94	"
1865, . . .	38	62	4	104	"
1866, . . .	38	68	5	109	"
1867, . . .	38	69	5	112	"
1868, . . .	33	80	8	124	"
1869, . . .	39	90	8	135	"
1870, . . .	37	100	10	147	"
1871, . . .	36	115	14	165	"

* In April, 1868, the grant for agricultural instruction in workhouses was discontinued.

Appendix F. I shall notice the several sections of the department in the same order as in previous reports.

Reports on
Agri-
cultural
School
Farms.

I.—THE ALBERT INSTITUTION.

The following table gives the number of pupils who attended the Institution during the year :—

	No. on Rolls at close of Year 1870.	Admitted in 1871.	Intern Pupils Transferred from Paying to Free Class.	Left during the Year.	Remaining on 31st December, 1871.
1. Resident pupils—					
Paying,	13	26	7	14	13
Free,	28	47	7	27	36
2. Extern, or non-resident pupils,	7	3	—	10	—

The conduct of the pupils during the year was, on the whole, satisfactory. Several young men of great promise left it after having gone through the prescribed course of training.

In 1871, the land at Glasnevin was appropriated in the same way as in 1870, viz :—

	A.	R.	P.
1. Vegetable, fruit, and flower garden, and buildings	10	0	22
2. A spade labour farm of	5	2	37
3. A one-horse farm	23	8	7
4. A large farm (including three acres devoted to experi- ments) of	140	0	38

1. The gardens were managed with great care during the year by the gardener, Mr. Gray.

2. The spade labour farm of 5A. 2R. 37P. continues to be managed with great success.

This farm was established in 1862 as an example for cottier holders. It then consisted of 5A. 2R. 17P., enclosed by a ring fence. This piece of land had for several years previously been used as a paddock, chiefly for young stock. In February, 1862, it was divided into four equal sections, on which the common four-course rotation is pursued, viz :—

- 1st. Root crops.
- 2nd. Grain (oats), with which is sown the seeds of artificial grasses.
- 3rd. Grass.
- 4th. Part lea oats and part potatoes. Flax has, occasionally, been introduced into this place in the rotation.

This shows the crops in the four fields in one year, and the order in which they follow in the same field for four years.

In 1867, a plot containing 22 statute perches was added. It has since borne lucern. A small paddock has been added this year.

The four-course rotation is pursued because it is simple.

It will be seen that the crops raised are roots (turnips and mangolds), potatoes, and artificial grass (rye-grass and clover), all of which can be successfully raised in every county in Ireland.

Three cows are maintained all the year round. The staple food of these animals in winter consists of foot crops, and in summer of artificial grass, which is cut and given to them in the house.

The system pursued is designedly simple, because it is found that small farmers would not understand, or be likely to follow, a more complicated system.

The only exceptional feature in the management is the sale of new milk.

The following is a statement of the receipts and expenses for the year, as furnished monthly to the Education Office.

STATEMENT OF ACCOUNTS for 1871, as furnished Monthly to the Education Office.

To Amount—	£	s.	d.
Of valuation ticket at commencement of year,	—	74	15 1
Outstanding debts,	—	9	11 3
Paid for 3 cows,	—	44	12 0
Paid for labour, viz.:—			
Harvest,	3	5	9
Mowing,	25	11	2
		5	13 11
Paid for Seeds, viz.:—			
21 stones imported oats, at 25s. per barrel,	1	17	0
2 bushels Italian rye-grass,	1	10	0
2 lbs. turnip seed,	0	3	0
6 lbs. mangold seed,	0	6	5
2 cwt. 12 stones potatoes,	0	13	4
1 bushel vetch seed,	0	4	6
3 cwt. cabbage seed,	0	0	8
		4	15 5
Paid for Manures, viz.:—			
1 cwt. Peruvian guano,	0	14	0
1 cwt. 5½ stones sulphate ammoniac,	1	15	5
4 cwt. superphosphate, at 7s.,	1	8	0
4 cwt. nitrate of soda,	3	11	0
Salt,	0	3	4
		7	12 3
Paid for Implements, viz.:—			
1 scythe blade, beard, and stone,	0	5	4
1 chaff cutters,	3	13	6
1 portable boiler,	2	10	0
1 digging fork,	0	4	6
1 hand-saw,	0	1	2
1 lever tamping cutter,	1	17	0
2 yard brush,	0	4	0
1 belt,	0	2	4
1 scythe blade,	0	4	3
		9	7 7
Paid for Feeding Stuffs, viz.:—			
11 cwt. pollard,	4	5	0
13 cwt. bran,	5	1	0
4 cwt. oilcake,	2	19	8
1 stone oatmeal,	0	2	0
		11	19 2
Paid for Miscellaneous Articles, viz.:—			
Saw-mills, for splitting 4 poles,	0	2	0
Hoop-iron and thorn quicks,	0	1	0½
Bricks, lime, and sand,	0	12	4
Carriage of cows,	0	9	6
		1	5 7
Paid for services of shoe,	—	0	13 0
Paid for food for cooking/food for stock,	—	1	5 0
Paid for rent,	—	25	14 2
Balance,	—	108	11 10
		232	18 9

* For analysis of manual labour, see note on Credit side.

By Amount—	£	s.	d.
Received for 3 fat cows sold,	31	17	0
" Pigs,	14	7	6
" 10 barrels 3½ stones oats, at 12s. 7d. per barrel,	13	0	9
" 4 tons 10½ cwt. potatoes, at 24 lbs. per ton,	20	11	4
" 4 bushels Italian rye-grass,	0	12	0
" dairy produce, viz., 2,185½ gals. new milk—			
1,801 gals. 2 qts., at 1s. 4d.,	21	06	4
593 gals. 3 qts., at 1s.,	20	10	9
	135	17	1
Outstanding debts,	3	4	4
Expended on fixtures and included on Dr. side,	4	2	4
Valuation at close of year,	27	18	5

* Analysis of hired labour (manual):—

	£	s.	d.
Paid to working pupil in charge of farm,	10	5	0
Woman for milking cows,	4	5	0
Labourer for feeding cows on Sundays,	1	9	9
Threshing,	1	3	0
Clipping hedges,	0	19	8
Scaring Birds,	0	12	8
Permanent improvements,	1	2	0
General out-door work,	2	12	2
	22	11	2

232 18 9

The whole work of this farm could be done by an active, intelligent, and skilful man, and two strong lads. His wife or daughter would milk the cows.

It will be seen that the greater portion of the milk was sold at 4d. a quart, and the remainder at 3d.

All practical persons will know what deductions to make on this account.

The valuation at the close of the year is greater than at the commencement. In explanation of this it may be stated that while only two cows were sold, three were purchased—that several new implements were added, and that there was a slight increase in the quantity of farm produce on hands at the close of this year.

It will be seen that the capital now invested in the farm is very considerable. The farm, however, began in 1862 with a slender amount of floating capital, namely, the price of a cow and of a few hand implements. Out of this the present capital has grown. For example, the second cow was purchased out of the money realized by the sale of the produce of the first.

The offices with which the farm was commenced consisted of a cow-house, a loose box, and a store-room, and a place for tools and implements, to which have been since added a pig-sty, and a small apartment for cooking food (which could be done in the small farmer's kitchen).

As all these formed part of the original model farm buildings, they were built in too costly a style for a farm of this magnitude. The arrangement is, however, capable of being imitated at a moderate outlay.

For a sum varying from £8 in Connemara to £40 in those parts of the country in which the circumstances of the tenants would justify a more liberal outlay, offices could be erected that would afford all accommodation essentially required.

The explanation of the success achieved in this little farm is very simple, and may be stated in a few words. The tillage of the soil is deep, clean, and efficient; and the cattle and pigs are managed with skill and care.

3. *The Intermediate Farm* is cultivated with the aid of a limited supply of implements, such as ordinary tenant farmers could command. One-fifth of it is at present in permanent pasture, and the rest is cropped in the four-course rotation.

It is found very useful in the training of young men who, after training, farm for themselves, with moderate capital.

In 1871 the balance sheet shows a net balance of £91 1s. 3d., after paying £65 0s. 7½d. for labour. Compared with the small farm, this is a moderate degree of profit. As the farm is now in full working order the profit will be greater in future.

4. *The LARGE FARM* affords an example of advanced agriculture. The live stock has been improved by "crossing," as explained in a former report. A choice collection of machines and implements is used, and artificial manures and artificial feeding are pretty freely used. Everything is done, however, with a view of illustrating profitable modes of management. Of this farm about 50 statute acres are in permanent pasture, including paddocks, and the rest (except three acres devoted to experiments) is cropped on the four-course system.

No crop is raised specially for the Dublin market; but as a town rent is paid, it is found necessary to sell a considerable quantity of new milk.

SUMMARY OF ACCOUNTS OF ALBERT LARGE FARM for Twelve Months
ending 31st December, 1871.

Appendix F

Reports on
Agricultural
School
Farms.

EXPENSES.	£	s.	d.	RECEIPTS.	£	s.	d.
To amount of valuation at commencement of year,	2,103	8	8	By amount dairy produce, .	1,068	4	8
" " of outstanding debts,	273	14	8	" " cattle,	812	13	0
" " milk from intermediate and school farms, .	162	18	7	" " horses,	8	19	0
" " cattle,	480	6	0	" " pigs,	117	14	4
" " horses,	35	17	6	" " sheep,	266	18	6
" " pigs,	52	6	0	" " wheat,	46	15	7
" " sheep,	256	15	0	" " barley,	128	11	4
" " labour and wages, .	323	3	2	" " oats,	57	8	5
" " feeding stuffs, .	291	19	5½	" " potatoes,	92	7	2½
" " implements and repairs,	100	4	8	" " miscellaneous, .	112	5	4
" " horse-shoeing and harness,	63	18	2	" " service of sires, .	27	19	6
" " seeds,	77	4	2	" " corn to poultry, .	1	15	8
" " manures,	38	15	11	" " outstanding debts, .	278	2	3
" " oils, paints, and medicines,	18	2	2	" " horse labour to small farm and garden, .	8	8	2
" " stamps and cart-hire,	2	18	6	" " permanent improvements, .	77	8	10
" " miscellaneous, .	65	11	8	" " labour for do., .	7	11	0
" " permanent improvements, .	77	8	10	" " timber (paling) to L. farm,	3	0	0
" " coal for steam-engine,	20	0	0	" " manures to garden, .	3	4	5
" " rent,	553	13	10	" " implements, . .	11	0	0
" " balance,	361	5	7	" " seeds and plants, .	2	11	4
	5,320	11	7½	" " valuation taken at close of year, .	2,696	18	1
					5,320	11	7½

It will be seen that the valuation is considerably higher at the close than at the beginning of the year. In live stock there was an increase of £463 5s., consisting chiefly of a "flying" stock, sold at the beginning of 1872, and partly of a number of well bred, young animals, reared in 1871.

II. FIRST-CLASS AGRICULTURAL SCHOOLS UNDER THE EXCLUSIVE MANAGEMENT OF THE COMMISSIONERS.

I submit a table giving the statistics of the several schools in this class (see next page).

These may be reduced to three sub-classes.

1. Four provincial agricultural training schools, namely, Cork, Limerick, Belfast, and Kilkenny, which are maintained principally for the training of a number of boarding pupils. There is a day school on the Limerick model farm, but none on the Cork, Belfast, or Kilkenny farms.

2. Four "district" town day schools, to each of which an agricultural department is attached, namely, Athy, Bailieborough, Ballymoney, and Dunmanway. In each of these schools there is a large agricultural class composed of day pupils. A limited number of agricultural boarders is also maintained.

3. The remaining twelve are situated in more rural districts. The day schools are attended by fewer children than these just mentioned. It was originally intended to have agricultural boarders in all these schools, but the two preceding sub-classes are found to be capable of meeting the demand of the public in this respect at present.

TABLE L.—*Mean. Pages under exclusive control of Commissioners.*

Name of Agricultural School.	County.	Acres.	Rent per acre, £ s. d.	The Stock on Farm					Number of Pupils who receive Agricultural Instruction.			
				Horses.	Cattle.	Sheep.	Pigs.	Poultry.	Agricultural Pupils.	Practical Pupils interested in Agriculture.	Day Scholars interested in Agriculture.	Total.
I.												
1. Egham.	Salisbury.	25	0 0 0	120	10	0	0	0	0	0	0	0
2. Egham.	Salisbury.	25	0 0 0	120	10	0	0	0	0	0	0	0
3. Egham (City).	Salisbury.	25	0 0 0	120	10	0	0	0	0	0	0	0
4. Egham (Salisbury).	Salisbury.	25	0 0 0	120	10	0	0	0	0	0	0	0
II.												
5. Egham.	Salisbury.	25	0 0 0	120	10	0	0	0	0	0	0	0
6. Egham.	Salisbury.	25	0 0 0	120	10	0	0	0	0	0	0	0
7. Egham.	Salisbury.	25	0 0 0	120	10	0	0	0	0	0	0	0
8. Egham.	Salisbury.	25	0 0 0	120	10	0	0	0	0	0	0	0
III.												
9. Egham.	Salisbury.	25	0 0 0	120	10	0	0	0	0	0	0	0
10. Egham.	Salisbury.	25	0 0 0	120	10	0	0	0	0	0	0	0
11. Egham.	Salisbury.	25	0 0 0	120	10	0	0	0	0	0	0	0
12. Egham.	Salisbury.	25	0 0 0	120	10	0	0	0	0	0	0	0
13. Egham.	Salisbury.	25	0 0 0	120	10	0	0	0	0	0	0	0
14. Egham.	Salisbury.	25	0 0 0	120	10	0	0	0	0	0	0	0
15. Egham.	Salisbury.	25	0 0 0	120	10	0	0	0	0	0	0	0
16. Egham.	Salisbury.	25	0 0 0	120	10	0	0	0	0	0	0	0
17. Egham.	Salisbury.	25	0 0 0	120	10	0	0	0	0	0	0	0
18. Egham.	Salisbury.	25	0 0 0	120	10	0	0	0	0	0	0	0
19. Egham.	Salisbury.	25	0 0 0	120	10	0	0	0	0	0	0	0
20. Egham.	Salisbury.	25	0 0 0	120	10	0	0	0	0	0	0	0
21. Egham.	Salisbury.	25	0 0 0	120	10	0	0	0	0	0	0	0
22. Egham.	Salisbury.	25	0 0 0	120	10	0	0	0	0	0	0	0
23. Egham.	Salisbury.	25	0 0 0	120	10	0	0	0	0	0	0	0
24. Egham.	Salisbury.	25	0 0 0	120	10	0	0	0	0	0	0	0
25. Egham.	Salisbury.	25	0 0 0	120	10	0	0	0	0	0	0	0

The provincial schools are the most extensive. They feed Glasnevin *Appendix F.*
with many of its pupils.

The four district town schools form an intermediate class between the provincial agricultural training establishments and the twelve minor rural schools. In both the provincial and district schools there, as already stated, is a class of agricultural boarders, the members of which undergo a preliminary professional agricultural training, and receive general literary instruction. Hitherto the boarding department of these schools has not been as well attended as might be expected. A considerable number of the pupils are admitted free of charge by competitive examination, and the charge for those who pay is under half the cost of board and education. Various explanations have been given to account for the paucity of pupils in this boarding class.

The pupils who sought admission as free pupils have been for the most part young men who wanted to use these schools as a means of obtaining employment, chiefly as stewards.

The provincial and district school farms are well cropped, and the pupils are for the most part well instructed. The Glasnevin farms afford *bona fide* examples of modes of farming suited to the wants of the country. The demand for the pupils duly qualified to fill stewardships has exceeded the supply, and the demand for admission to the free class in the provincial and district agricultural training schools has already increased.

Last autumn I introduced, with the approval of the Commissioners, a new division of time. The hours of farm work were reduced about one-half, the school hours were doubled, and the arrangements for affording literary instruction improved.

I. Provincial agricultural schools.—The *Belfast* establishment has hitherto been the least successful of these. The farm consists of stiff siliceous clay, which is very difficult to manage. The farm is now in charge of Mr. O'Brien, who is carrying out with every prospect of success a scheme of management suggested by me.

In 1871 the farm realized a small profit of £11 15s. 2d. This year if no casualty occurs in the stock there will be a good profit.

A well bred bull and boar will soon be sent to this farm, so as to increase its usefulness to the surrounding farmers.

Cork Model Farm and Agricultural School.—This has hitherto been the best attended of these schools. The establishment consists of a splendid pile of buildings. There is ample accommodation for officers and pupils. The situation is most healthy.

At present there are in the school 19 agricultural boarders, and 6 pupil teachers who receive agricultural instructions.

The farm contains 126 statute acres, and is held from the Duke of Devonshire at the moderate rent of £226 a year. It was very well cropped in 1871; but though there was a profit, it fell short of what it ought to have been.

The following is a copy of the balance sheet :—

BALANCE SHEET.

Appendix F. GENERAL BALANCE SHEET of the CORK MODEL FARM for the year ended 31st December, 1871.

Reports on Agricultural School Farms.	Dr.	£ s. d.	CONTRA—Cr.	£ s. d.
To amount valuation made at commencement of the year, . . .		1,179 14 0	By amount received for cattle sold, . . .	185 14 8
" live stock purchased, . . .		95 10 6	" " sheep, . . .	185 12 4
" labour, viz.:—			" " pigs, . . .	73 11 3
hired hands, . . .		188 15 1	" dairy produce:—	
do. horses, . . .		—	lbs. butter, . . .	143 6 5
free labour of pupils (omitted), . . .		—	qrs. new milk, . . .	62 19 3½
" farm seeds purchased, . . .		41 0 1	" skim, . . .	2 2 6
" manures do., . . .		22 9 0	" hay, . . .	10 5 6
" feeding stuffs do., . . .		73 15 8	" oats, . . .	72 9 7
" implements (new), . . .		17 9 10½	" barley, . . .	26 10 6
" smith's account for repairs and horse-shoeing, . . .		5 5 5	" potatoes, . . .	23 4 1
" miscellaneous expenses, including car fare, . . .		14 5 6½	" carrots, . . .	0 5 10½
" year's rent of farm, . . .		220 0 0	" service of sires, . . .	5 8 0
" rates and taxes, . . .		—	" miscellaneous, . . .	8 1 0
amount of "outstanding debts" taken to Cr. 8½/12/70, and paid in January and March, 1871, . . .		40 16 8	" of valuation at close of year, . . .	1,184 17 2
" profit and loss, being gain by the year's farming, . . .		88 6 5	" outstanding debts, 31/12/71, . . .	68 1 10½
		1,984 14 8	" expenditure on ornamental grounds, . . .	16 3 5
			" permanent improvements, . . .	12 7 8
			" keep of donkey for establishment, . . .	5 0 0
			" pumping water for do., . . .	24 5 0
				1,984 14 8

Mr. O'Brien, late superintendent of this farm, and now manager of the Belfast farm, realized in 1868-9, as stated in a former report, a profit of £296 13s. 2d. on this farm.

One year with another it is capable of being made to pay a profit of £300 a year.

Kilkenny Model Farm and Agricultural School underwent no change during the year, and did not attract a greater number of pupils than the average of previous years. The farm was well cropped, and presented a creditable appearance.

I submit a statement of the farm accounts, from which it will be seen that after paying a rent of £2 12s. per statute acre, there was a balance of £94 Os. 3½d. in favour of management.

GENERAL BALANCE SHEET of the KILKENNY MODEL FARM for the year ended 31st December, 1871.

Dr.—FARM.	£ s. d.	CONTRA—Cr.	£ s. d.
To amount—		By amount—	
Valuation made at the commencement of the year, . . .	983 13 10½	Received for cattle sold, . . .	263 7 10
Live stock purchased, . . .	271 18 0	" sheep, . . .	—
Labour, viz.:—		" pigs, . . .	—
Hired hands, . . .	635 17 1½	" poultry, . . .	—
" horses, . . .	5 0 0	" dairy produce:—	
	100 17 1½	lbs. butter, . . .	34 9 3½
Farm seeds purchased, . . .	27 9 9	qrs. new milk, . . .	53 9 1
Manures " . . .	23 13 4	" skim, . . .	3 12 6
Feeding stuffs " . . .	6 13 4	" vetches, . . .	7 18 9½
Implements and repairs, . . .	11 4 6½	" oats, . . .	73 9 5
Smith's account for repairs and horse-shoeing, . . .	5 8 0	" barley, . . .	16 17 2
Miscellaneous expenses, . . .	13 9 2½	" rye-grass seed, . . .	14 2 7½
Year's rent of farm, . . .	146 11 0	" potatoes, cabbrages, do., . . .	32 3 14
Vet. medicines—V.S., &c., . . .	3 17 0	" pease, . . .	0 12 5
Permanent improvements, . . .	4 6 10	" service of sires, . . .	22 4 2
Balance in favour of management, . . .	94 6 3½	" miscellaneous, . . .	—
	£1,868 17 5½	Of valuation on 1st January, 1871, . . .	1,033 17 10½
		Expended on permanent improvements (as per dr. side), . . .	4 6 10
		" on new palling, . . .	3 4 8
		Of labour expended on ornamental grounds, . . .	23 13 11
			£1,868 17 5½

Limerick Model Farm and Agricultural School.—In former reports complaints were made as to the general management of this school, and more particularly of the practical working of the farm. Of all the Board's agricultural schools it is the best circumstanced for showing favourable results. It is situated in the heart of an agricultural country, and has the advantage of a liberal local endowment for the maintenance of free pupils. The farm is rented at less than one-half its value. There was a profit on the farm last year of £191 3s. 2d.

*Appendix F.
Reports on
Agricultural
School
Farms.*

A new agriculturist has been appointed to take charge of the farm, and sundry other improvements have been effected.

It is hoped that the school will contribute largely to the advancement of agriculture in the great agricultural district, of which it is the centre.

II. "*District*" *Agricultural Schools.*—Taking these alphabetically, the first is Athy, county Kildare. This is a large and flourishing establishment. The day school is chiefly attended by town children, but there is also a large admixture of the children of farmers. There is an agricultural class in the day school. Prior to the appointment of the present literary master, Mr. M'Eneaney, attendance in the class was optional; now all the boys in the third, fourth, and fifth classes receive a lesson daily in agriculture.

The boarding class consisted during the year of four agricultural pupils and four pupil-teachers, all of whom received systematic instruction in the theory and practice of farming.

The farm contains 64a. 0n. 20p. (statute). It was fairly cropped in 1871, and realized a profit of £107 9s. 8d.

Ballieborough, county Cavan, is in all essential features like Athy. It is in the town, but is largely attended by scholars from rural districts. In 1871 a very large and intelligent class was well instructed in the day school.

The boarding establishment, which is well conducted, consisted of four agricultural pupils and four pupil-teachers, all of whom made fair progress in their studies. The farm has not been profitable during the past two years. In 1870 there was a change of agriculturist. In 1871 there was a loss of £4 18s. 5d. This year it promises to be better.

Ballymoney, county Antrim.—The agricultural department of this school was admirably conducted during the year. There was a large agricultural class in the day school at the time of my visit. The answering of the boys was most satisfactory. The boarding establishment is on a small scale. During the year there were only two agricultural resident pupils and two pupil-teachers. The farm was managed with skill and judgment, as the following summary of the accounts will show:—

[BALANCE SHEET.

Agavecotilla?

Reports on
Agri-
cultural
School
Farm.

GENERAL BALANCE SHEET of the BALLYMONEY MODEL FARM for the
year ended 31st December, 1871.

Dr.		£	s.	d.	CONTRA—CR.		£	s.	d.
To amount—					By amount—				
Valuation made at commencement of the year,		356	9	2	Received for cattle sold,		131	16	8
Live stock purchased,		75	4	1	" sheep,		—	—	—
Labour, viz.:— {Hired hands,		74	12	10½	" pigs,		—	—	—
" " horses,		0	19	0	" poultry,		—	—	—
Farm seeds purchased,		0	5	4	" dairy produce:—				
Manures "		13	4	9½	lba. butter,		0	5	11
Feeding stuffs "		27	0	6	qrs. new milk,		105	5	¼
Implement (accr.)		6	8	5	" " skins "				
Smith's account for repairs and horse-shoeing,		0	14	6	" oils,		35	19	2
Miscellaneous expenses,		2	1	2½	" garden produce,		8	10	8
Year's rent of farm,		62	18	0	" potatoes and cabbage,				
Rates and taxes,		1	15	5	" eggs and poultry,		11	8	¼
Profit and loss, being gain by the year's farming,		57	12	7½	" service of sires,		27	9	4
					" miscellaneous,		4	14	¾
					of valuation on 4th January, 1872,		344	9	11
					Proportion of labour expenses incurred in keeping ornamental grounds and establishment,				
							6	5	8
		2675	1	11			2675	1	11

Dunmanway School, county Cork.--A large agricultural class was maintained in the day school. There were two agricultural boarders and three pupil-teachers during the year.

The present agriculturist has, in a short time, done much to restore the agricultural department to its former position.

III. *Minor Agricultural Schools under the Exclusive Management of the Board.*—In alphabetical order the first of these is the Bath School, county Monaghan. For upwards of ten years there has been no day school. During the past six years there have been no agricultural boarders.

The farm contains 42a. 2r. (statute), and is held at a rent of £39 15s. A considerable sum of money was expended on buildings, drainage, and other improvements. Notwithstanding these advantages, there was a loss of £103 12s. I regret to say, that since the balance sheet for 1871 was made out, the loss has turned out to be far more than this; for the return obtained from stock and crops on hands on 31st December, 1871, has fallen considerably short of the value then put upon them.

Derrycastle School, county Tipperary, is situated near Killaloe. The day school was very fairly attended, and an average agricultural class was maintained. The farm contains 18A. 1s. 22r., and is nicely laid out.

Dunlewy, near Glenclore, county Donegal.—I fear this school is doing little or no good, and that the present master, who is both agricultural and literary teacher, and rents the land from the Commissioners, wants both the energy and agricultural knowledge required for the proper management of the agricultural department of the school.

Farrakey, near Kildorrery, county Cork.—The farm contains 48a 3r. 8r. of very poor mountain land, and is held on lease by the Commissioners, at the yearly rent of £23 14s. 8d. The cropping and general management have been well carried out, and eventuated in a gain of £44 5s. 2d., as the following statement of accounts will show :—

GENERAL BALANCE SHEET of the FARRARY MODEL FARM for the year ended 31st December, 1871.

DE.—FARM.			CONTRA.—CN.			Reports on Agricultural School Farms.
To amount—	£	s. d.	By amount—	£	s. d.	
Valuation made at commencement of the year, . . .	197	8 0	Received for cattle sold, . . .	55	2 0	
Live stock purchased, . . .	62	19 6	“ sheep, . . .	36	15 6	
Labour, viz.:— { Hired hands, . . .	81	7 9	“ pigs, . . .	53	2 10	
{ horses, . . .	1	15 0	“ poultry, . . .	2	6 10	
Free labour of pupils, . . .			“ dairy produce:—			
Farm seeds purchased, . . .	14	18 11	butter, . . .	—		
Manures “ . . .	17	1 2	new milk, . . .	—		
Feeding stuffs “ . . .	37	7 4	skim, “ . . .	—		
Hay and straw not included, . . .	39	8 7	“ rye and rye straw, . . .	18	0 0	
Implement (saw), . . .	1	15 4	“ oats, . . .	2	7 8	
Smith's account for repairs and horse-shoeing, . . .	1	18 8	“ vetches, . . .	0	7 0	
Miscellaneous expenses, . . .	4	0 7	“ potatoes, . . .	2	6 8	
Not chargeable to farm (see other side), . . .	0	0 4	“ miscellaneous, . . .	0	5 0	
Year's rent of farm, . . .	25	11 8	Of valuation on 2nd of January, 1872, . . .	299	17 4	
Profit and loss, being gain by the year's farming, . . .	44	8 2				
	£170	9 0		£470	9 0	

Glandore, county Cork.—This is a large day school, and there is a well-instructed agricultural class. The farm contains 24A. 3R. 8P., which were well managed last year, and on which there was a gain of £25 17s. 11d.

The school, though remote, is doing good. The present agriculturist is very promising. I believe he could conduct both the literary and agricultural departments.

The present agriculturist, if qualified in literary subjects, could be intrusted with the management of both departments.

I submit a—

GENERAL BALANCE SHEET of the GLANDORE MODEL FARM for the Twelve Months ended 31st day of December, 1871.

DR.			CONTRA.—CN.		
To amount of Valuation made at the commencement of the year, including proportion of unexhausted improvements and artificial manures, . . .	£	s. d.	By Cash received during the 12 months, . . .	£	s. d.
“ Cash paid for labour, . . .	186	12 8	“ Amount of Valuation made on the 29th day of December, 1871, including proportion of unexhausted improvements and artificial manures, . . .	162	19 7
“ Cash paid for sundries, . . .	32	5 5	“ Permanent improvements done within the year, . . .	8	3 4
“ One year's rent, . . .	64	8 3	“ Ornamental grounds, &c., . . .	14	16 6
“ Profit and loss, being gain by the year's transactions, . . .	29	5 0			
	£322	19 3		£332	19 3

Gormanston School, near Ardfinnan, county Tipperary.—The day school on this farm is well attended, and a large agricultural class is maintained. The farm contains 47A. 2R. 33P. of good land, and is held on lease, at a very moderate rent. It is now in charge of a most intelligent agriculturist.

Should the Commissioners, in order to effect economy, decide on intrusting the agricultural and literary departments of the school to one man, it would be necessary to reduce the school farm. This could conveniently be done, as twenty-seven statute acres are entirely detached from the ground adjoining the school, which contains about twenty statute acres,

Appendix F.
Reports on
Agricultural
School
Farms.

and which would make a suitable school farm. In 1871 the accounts of this farm show a gain of £44 8s. 7d.

Kyle Park, near Borrisokane, county Tipperary.—When I visited on the 26th April, 1871, there were only two boys present in the agricultural class. One of these was only nine years old, and the other thirteen. They did not answer any of the few questions I put to them. I was informed that the attendance in the class was affected by a fair held in the neighbourhood. I fully intended to visit again before the close of the year, but found it impossible to do so.

The farm, which contains 16A. 0r. 2p., is rented from the Commissioners by the teacher, from year to year. It was well cropped last year. The agriculturist holds additional land in the district.

Leitrim School.—The farm attached to this school is only fifteen statute acres. The agriculturist, who is a man of energy and intelligence, has not work enough to employ his time here, and it is in contemplation to amalgamate the two offices. The balance-sheet of the farm for 1871 shows a gain of £36 0s. 4d.

Mount Trenchard School, county Limerick.—I visited this institution in 1870. For several years there has been no day school on the farm. The agriculturist visits each of the National schools in the neighbourhood twice a week, and gives instruction to an agricultural class. This arrangement came into operation in the spring of 1871; and, judging from Mr. Boyle's reports, it has been productive of good.

The farm is rented by the agriculturist, who is a good practical farmer.

Temple Douglas School is situated in a mountain district in the heart of Donegal. William Friel conducted both agricultural and literary departments during the year; under him the attendance of scholars rose very considerably. Last year the farm realized only the very slender profit of £2 19s. 8d.

Tervoe School.—A good agricultural class was maintained in the day school last year; and, as already observed, the farm was a "model" of good tillage and judicious management, and realized a profit of £38 14s. 8½d., after paying £59 3s. 1d. for labour.

GENERAL BALANCE SHEET of the TERVOE (SMALL) MODEL FARM for the year ended 31st December, 1871.

Dr.			CONTRA.—Cr.		
To Amount—	£	s. d.	By amount—	£	s. d.
Valuation made at commencement of the year, . . .	153	1 5½	Received for cattle sold, . . .	51	7 0
Live stock purchased, . . .	15	5 0	" sheep, . . .	25	4 8
Labour, viz.—			" pigs, . . .	36	0 10
Hired hands, £46 13 5½	46	13 5½	" dairy produce, . . .	10	16 8
" horses, 5 13 0	5	13 0	" sax, . . .	16	6 0
	59	6 5½	" cals, . . .	0	18 8
Farm seeds purchased, . . .	5	0 0	" potatoes, &c., . . .	123	14 10
Manures purchased, . . .	8	11 10	of Valuation on 31st December, 1871, . . .		
Feeding stuffs purchased, . . .	80	1 2	Postage, cart hire, &c., not chargeable to Farm and included in Dr. side, . . .	3	3 3
Implements and repairs, . . .	10	9 7½	Expenditure on ornamental grounds (1870-71) not chargeable to Farm, . . .	5	12 2
Smith's account for repairs and horse-shoeing, . . .	—				
Miscellaneous expense (not chargeable to Farm as on the other side), . . .	2	8 3			
Year's rent of Farm, . . .	4	10 0			
Profit and loss, being gain by the year's farming, . . .	17	16 6			
	£292	5 0		£292	5 0

GENERAL BALANCE SHEET of the TERTOE "GRASS FARM" for the year ended 31st December, 1871.

Appendix F.

Reports on
Agricultural
School
Farms.

Dr.			CONTRA.—Cr.		
	£	s. d.		£	s. d.
To amount Valuation at the beginning of the year, . . .	73	6 8	By amount received for sheep and wool sold, . . .	128	11 6
„ Live stock purchased (sheep), . . .	113	2 6	„ Miscellaneous, not chargeable to Farm, included in Dr. side, . . .	4	14 8
„ Labour:—			„ Sweeping chimneys, . . .	1	17 6
Hired hands, . . . 28 7 7½			„ Permanent improvements paid for as per cash book, 1871, and included in Valuation, 30/12/70, . . .	5	16 8
„ horses, . . . 0 9 0			„ Valuation, 5th January, 1872, . . .	127	4 3
		8 16 7½			
„ Feeding stuffs purchased, . . .	10	4 1			
„ Implements and repairs, . . .	6	2 7			
„ Miscellaneous expenses, . . .	16	10 5			
„ Year's rent of Farm, . . .	13	2 6			
„ Balance, . . .	20	10 2½			
	£268	4 7		£268	4 7

Woodstock School, near Innistigue, county Kilkenny.—I trust the present teacher will bring all his energy and intelligence to bear on the school and render it useful in the district.

III.—FIRST CLASS AGRICULTURAL SCHOOLS UNDER LOCAL MANAGEMENT.

At the close of 1870 there were sixteen schools in this class. In 1871 two of these were depressed to the rank of ordinary agricultural schools.

The statistics of these schools for 1871 is given in the table, page 336.

During the year I inspected six of the schools in this class, and on each of these I have to make observations in this report. I take them alphabetically.

Cahersherkin, near Corofin, county Clare.—The school has been long in operation, and the agricultural department has been beneficial. Several pupils educated at this school followed up the study of agriculture, and thereby advanced themselves in life.

In this remote district, the school farm has rendered public service. It contains twenty statute acres, of which ten have been reclaimed bog, and ten remain to be improved. The teacher has carried on the work of reclaiming as far as his time and capital will allow. On part of the reclaimed land a rotation of crops is illustrated. The cattle kept are above the average of the district in point of quality.

Lord Inchiquin distributes £12 a year as premiums to the surrounding small farmers, through a committee of which the teacher is secretary. Of this amount, £10 are given for improvements, and £2 for the best kept houses. A keen competition has been caused by these prizes.

Peakle, near Scariff, county Clare.—I was disappointed with the proficiency of the agricultural class in this school, with the tillage of the land, and with the general state of the agricultural department. If an improvement be not effected before my next visit, I shall recommend that it be reduced in rank.

Larne, county Antrim.—This is a large and well-conducted town school. The third and fourth classes read the Agricultural Text Books supplied by the Board. At the time of my visit forty-six boys were present in these classes. They answered very fairly in the elementary principles of agriculture, and in practical subjects, such as the rotation

Amount
 of
 Capital
 Employed
 in
 the
 Farm

TABLE II.—FIRST CLASS AGRICULTURAL SOLENS, under Local Management, in connection with Board on 31st December, 1871

Farm.	Parish.	County.	Area of land in Acres.	Area Sown in Feet					Number of Cattle employed in Agriculture	
				Wheat.	Oats.	Barley.	Potatoes.	Peas.	Number.	Day Pay.
1. Laver.	Laver.	Leicestershire.	2 0 0	—	—	—	1	—	—	20
2. Gresham.	Gresham.	Lincolnshire.	20 0 0	1	20	—	2	20	—	20
3. Gresham.	Gresham.	Lincolnshire.	20 0 0	1	4	—	2	20	—	20
4. Loughborough.	Loughborough.	Leicestershire.	20 0 0	4	20	—	—	20	—	20
5. Gresham.	Gresham.	Leicestershire.	20 0 0	1	—	2	1	20	—	20
6. Gresham.	Gresham.	Leicestershire.	20 0 0	1	—	—	20	20	—	20
7. Gresham.	Gresham.	Leicestershire.	14 2 12	1	7	—	—	20	—	20
8. Gresham.	Gresham.	Leicestershire.	20 0 0	1	—	12	—	20	—	20
9. Gresham.	Gresham.	Leicestershire.	14 2 12	1	—	—	—	20	—	20
10. Gresham.	Gresham.	Leicestershire.	— 0 0	1	—	—	—	—	—	20
11. Gresham.	Gresham.	Leicestershire.	20 0 0	—	—	—	—	—	—	20
12. Gresham.	Gresham.	Leicestershire.	20 0 0	1	—	—	—	—	—	20
13. Gresham.	Gresham.	Leicestershire.	20 0 0	1	—	—	—	—	—	20
14. Gresham.	Gresham.	Leicestershire.	20 0 0	1	—	—	—	—	—	20

of crops; but they had not been sufficiently instructed in the management of the school farm. Both the proficiency of the agricultural class and the state of the farm had improved since my visit in 1870.

Loughashe School is situated in a mountain district in Tyrone. Its history has been often referred to in these reports.

In 1871 the *Loughashe School* was in a satisfactory state, Mr. Moore still continuing the respected manager and estate agent. The population of the colony, notwithstanding the famine, had increased from ninety-six in 1834, to 292 in 1871. The rental had increased from £145 to £341.

I have inspected the estate with great care. At one time or another I have been in the houses of almost all the tenants, inspected their holdings, and inquired as minutely as I could into their past history and present circumstances. The whole story is full of interest. The greater number of them belong to the original settlers of 1834; but there is a number of new comers through whose holdings the process of improvement can best be understood.

The land was originally all bog or mountain. Both are still to be seen in their natural state—worth for grazing purposes 6d. to 1s. an acre, and valued for the purpose of taxation at 4d. an acre.

The various stages of improvement in land, houses, and people—a process of metamorphosis—can be seen. The original settler or his descendants has a decent house and money in bank; in more than one instance the original tenant has gone to his last rest, and has been succeeded by one of his sons. The new settler is fighting a hard battle, but there is evidence that he is gaining ground. If a bog settler, the house is truly primitive. Originally the walls consisted of uncut-away turf, and the roof was quite in keeping with the pillars on which it rested. The turf has been replaced by stone and mortar, according as the occupier could afford it. Last year I was in a house with three walls of turf and one of stone; before my next visit I expect the turf shall have been removed. I have no doubt many persons would say the occupier of this habitation would be better as a day labourer than as a struggling colonist. I feel that this report is no place for discussing subjects like this; but I also feel that it is not irrelevant to remark that he ought to be the best judge on the point. There is in every man a desire to do something for the "rainy day." This man feels that by working hard during manhood on his plot of land he will make a better provision for old age than he could hope to do as a day labourer. I would add, that if he succeeds, as others have done, he will not only benefit himself, but, so far as he is concerned, add to the wealth of the country, and to the stability of the State.

I submit a rough sketch which will give a better idea than any words of mine of the wealth created in the soil by the *Loughashe* colonists. It represents a mountain side which can be seen from the public roads. The line *ab* is the mearing between the *Loughashe* property and an adjoining estate. To the left is the reclaimed land of *Loughashe*, which would now let at 15s. per statute acre; to the right is a large tract of unreclaimed mountain, which does not bring a rent of 1s. an acre!

The contrast which is visible from a distance is very striking. On one side you see luxuriant crops, on the other wild and uncultivated mountain.

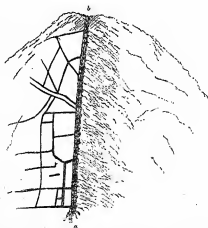
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Appendix K.
Reports on
Agricultural
School
Farms.

Appendix F.

Reports on
Agricultural
School
Farms.

SKETCH.



There are still in Ireland numerous tracts of unreclaimed land. It is not too much to say, if the Loughashe system were planted in the centre of each people, the proprietors and the country would, in a short time, be thereby enriched.

Piltown School is situated in the village of that name, county Kilkenny. Under the late teacher it was, after Loughashe, the best school in the class; indeed the pupils in the day school were better instructed than the corresponding class in Loughashe. The present teacher did not undergo the same training in agriculture as his predecessor. On the day of my visit in May, 1871, there were fifteen boys in the agricultural class, and their answering was satisfactory. The farm was in a clean state, and the crops looked healthy and promising.

Woodpole School, near Kells, county Meath, was closed for vacation on the day of my visit. The farm was fairly cropped.

IV.—ORDINARY AGRICULTURAL SCHOOLS.

These are ordinary National schools to which school-farms or school-gardens are attached, and in which the elements of agriculture are taught through the medium of text books.

The number of these schools increased considerably during the year, and they are still increasing.

The names of the schools in operation on the 31st December, 1871, with the number of pupils instructed in agriculture during the year and other particulars, are given in the following table:—

[TABLE

Trans III.—*Colony Anatomical Record*, in connection with Board, on 31st December, 1971.

County	School	Post Office	Area of Page	Size Made on School Paper					No. of Pupils Admitted in September
				Lines	Words	Spells	Pigs	Footings	
1. Adams	Ballynary	Ballynary	7 8 20	-	-	-	-	-	41
2. Arragh	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
3. Ballynary	Ballynary	Ballynary	2 8 16	-	-	-	-	-	31
4. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
5. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
6. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
7. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
8. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
9. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
10. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
11. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
12. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
13. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
14. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
15. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
16. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
17. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
18. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
19. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
20. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
21. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
22. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
23. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
24. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
25. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
26. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
27. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
28. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
29. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
30. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
31. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
32. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
33. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
34. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
35. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
36. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
37. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
38. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
39. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
40. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
41. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
42. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
43. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
44. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
45. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
46. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
47. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
48. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
49. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
50. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
51. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
52. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
53. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
54. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
55. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
56. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
57. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
58. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
59. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
60. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
61. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
62. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
63. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
64. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
65. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
66. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
67. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
68. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
69. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
70. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
71. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
72. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
73. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
74. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
75. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
76. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
77. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
78. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
79. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
80. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
81. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
82. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
83. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
84. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
85. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
86. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
87. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
88. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
89. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
90. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
91. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
92. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
93. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
94. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
95. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
96. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
97. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
98. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
99. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31
100. Ballynary	Pyptegans	Pyptegans	2 8 16	-	-	-	-	-	31

List of ordinary Administrative Services—continued

[illegible]

It will be seen that these schools are reducible to two sub-classes—*Appendix F.*
 1st. Those to which school-farms are attached; and 2nd. Those which
 have only gardens. The number of these in operation on 31st December, *Reports on*
 1871, was as follows:— *Agricultural*
School
Farms.

1st.—Ordinary Agricultural Schools, having school farms, . . .	115
2nd.—Do., having school gardens, . . .	14
Total, . . .	129

At present the cost of agricultural instruction in these schools is only £5 each.

I now submit a few notes on the several schools in this class which I visited last year.

Cahir, County Tipperary.—This has not been long in operation. On the 1st May the attendance was 105 out of 127 on rolls. In the agricultural class there were:—

In the low division of 2nd class, . . .	21
" 3rd class, . . .	4
" 4th class, . . .	10
Total, . . .	35

The boys in 3rd and 4th classes answered fairly in some subjects, but they were very deficient in knowledge of manures and the exhaustion of land—subjects of primary importance. The school garden contains three roods (statute); it was deeply dug, and is now being tilled on a suitable course of cropping.

Clonkeen, near Leap, County Cork.—Has been long in operation; seven boys (including a paid monitor) were present in the agricultural class on 20th April. They answered fairly. The school farm contains eight statute acres.

Of the eight acres in the school farm, one acre is in grass and seven acres are under the following six-course rotation:—

1st year, roots and potatoes manured.
2nd year, grain with grass seeds.
3rd year, grass (1st year.)
4th year, grass (2nd year.)
5th year, grass (3rd year.)
6th year, oats.

The second and third years' grass are depastured, and as there are no internal fences, this rotation does not appear to me to be judicious.

Clonkeenery, near Mount Bellew, county Galway.—At the time of my visit on 23rd October, 1871, this ranked as a model agricultural school.

The attendance in the school was—

Boys,	9
Girls,	7
Total,	16

There was no boy in third class except one said to be admitted this day. The teacher stated that none of the children present belonged to the agricultural class.

The farm contains 25½ statute acres. Of this, 6 acres were in permanent pasture, and the rest is cropped on the five-course system.

There was not a single gate on the farm—not even at the entrance

Appendix E. to the farm-yard. The offices were in a wretched state. Part of the roof of the cow-house had fallen in, and the roof of another shed was propped. Reports on Agri- The corn-stacks were badly built; the corn was actually growing out cultural School Farms. of their tops. The lea oats were very uneven, and did not promise to yield a full crop.

The hay produced on the farm had been sold, and very inferior hay purchased.

On examining the Agricultural Inspector's Observation Book, I found that he had visited on 28th August, 1870, when the school closed for vacation. On the 31st May, 1871, he found the school suspended; and on the 25th September, 1871—just a month before my visit—he found two boys in the agricultural class.

With this state of things before them, the Commissioners reduced the school from the rank of "model," and placed it in the class of ordinary agricultural schools.

In justice to the present teacher I have to state that he has had charge of the school only for a short period. I should hope he will soon put it into a state which will entitle it to be restored to its former rank.

Clonmore, county Kilkenny.—There was no school on the day of my visit. The school farm was one of the best managed I inspected during the year.

Carmen School, county Monaghan.—I visited on 27th March, and found only one boy (who happened to be the teacher's brother) and three girls in the agricultural class. The teacher's brother answered fairly. When I visited the farm in 1870 it contained seven Irish acres.

Delgany School, county Wicklow.—Three boys were present in the agricultural class. Their answering was indifferent. The present school farm has not been long in the teacher's hands.

Drumbanagher, county Armagh.—Visited on the 11th May, 1871, and found in attendance seventeen children. Of those, five belonged to the agricultural class, and answered very badly.

Grange School, county Waterford.—Visited on 23rd September, 1871. Forty children were present, including an agricultural class of ten, of whom seven belonged to third, and three to fourth class. Their proficiency was satisfactory. The school farm contains two statute acres. The teacher has changed the rotation from the four to the three years' course. In consequence of this change, no artificial grass was sown in 1871 for use in 1872. The root crop was not properly thinned. With these exceptions, the cropping was very well done.

Kildinan is situated in a poor mountain district near Rathcormack, in county Cork. Visited on 8th September, 1871, and found the school closed for vacation.

The teacher, as pointed out in former reports, has expended considerable labour on the reclamation of the school farm, which, at the time of my inspection, was very fairly cropped.

Loughglynn School, county Roscommon, belongs to the class of school gardens. On the day of my visit in October, 1871, eleven boys were in attendance in the agricultural class. I examined these boys very carefully, and found that for their years they possessed a very good knowledge of the subject.

This school may be said to differ from all others in its class. In all other agricultural schools the teacher's duties consist in affording elementary agricultural instructions to his pupils, and in setting a judicious example of management on his piece of land. The pupils of the Loughglynn School are encouraged to cultivate home allotments; and part of

the teacher's duty is to visit them at their homes, as often as is found necessary, and afford them practical advice on the spot. He thus becomes a real practical instructor. This imposes on him a good deal of extra labour. He receives for his services as agricultural instructor, the profit of his plot of land, £10 a year from the Commissioners, and £10 from Lord Dillon.

Appendix.
Reports on
Agricultural
School
Farms.

The inculcation of sound elementary notions of farming on the minds of the children has been most beneficial. The frequent visits of the teacher to their homes, and the opportunities thus afforded of advising their parents, could not fail to be useful.

I proposed to Mr. Strickland to give three prizes on an entirely new principle, namely, for the best managed farms in the district which feeds the school. He approved highly of the idea. The prizes were made £2, £1 10s., and £1. I made myself responsible for this small sum, but Mr. Strickland insisted on sharing with me the cost of the experiment. I have now to state the results.

At the distribution of the allotment prizes in 1870, the new scheme was propounded to the people who attended in considerable numbers. In 1871 we had several competitors for the new prizes which were awarded as follows:—

1st prize, John Jordan, a tenant of Lord Dillon's.

2nd prize, Charles Sampey, a tenant of Lady de Freyne's.

3rd prize, Laurence Freshill, who holds two statute acres from Lady de Freyne.

Jordan holds fourteen statute acres in the bog close to Ballaghaderin. Twenty-six years ago the arable land in the district was held in rundale; the greater part of Jordan's holding was then unreclaimed bog and mountain. Piece by piece Jordan's holding was reclaimed. It now presents a most creditable appearance. If all the farms on the estate were as well managed its wealth would be at least twice what it is.

The original hut and offices have given way to a residence which in this district is very respectable; and suitable offices have been put up within the last twelve years.

The live stock consists of three milch cows, one heifer, and three calves.

In the stack yard I observed a rick of two and a half tons of hay, from artificial grass; and four trimmed stacks of oats containing from seven to eight barrels each.

In the house I found a copy of the Board's new Agricultural Class Book.

Here is a small farm in the heart of a tract of bog in Mayo. Without any outlay on the part of the landlord the tenant has reclaimed the land, built offices, and raised himself to a position of comfort and independence.

Charles Sampey's history is if possible still more instructive than Jordan's. He holds ten statute acres, and an idea may be formed of its value when I state that originally it was all covered with heather or peat. The house and office were erected on the soundest portion of it; yet even here five spits of peat had to be cut away.

At present the farm bears good crops of grain, of grass, potatoes, and roots. The house is clean and comfortable. In the district the house is a model in its way.

The stack yard contained a cock of hay of about one and a half ton, and six stacks of oats of five barrels each. Two milch cows are kept. In addition to supplying milk for the house two and a half firkins of

Appendix F. butter have been sold in the year at £5 each. Pigs and poultry are kept and realize a considerable amount of profit. A heifer or two are also reared.

Reports on
Agri-
cultural
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Farms.

Markethill School-garden, county Armagh.—For many years a useful agricultural school existed in Markethill, but it was relinquished in 1862. On the 10th May, 1871, I visited the school, and found the teacher very intelligent, and in possession of a well-cropped garden. I ascertained that he had paid a good deal of attention to agriculture, and had been invited to deliver lectures on the subject to the local agricultural society. I suggested the propriety of forming an agricultural class in this school. The manager entered cordially into the suggestion, and an agricultural department was forthwith established which promises to become very useful.

Poyntzpass, county Armagh.—Visited on 11th May, 1871; examined an agricultural class of 12 in a school of 38. The proficiency of the class was tolerably fair. The teacher holds 4 acres of land; 2 acres are in permanent grass, and 2 under rotation crops.

Ratoath, county Meath.—Visited on 19th May, and found only one boy in the agricultural class out of an attendance of 36.

There are 7A. 2R. 30P. of land attached to the school. At that time the bulk of this land was appropriated as a school-farm, but it was not well managed. As the teacher appeared to possess industry, and to want capital, I suggested to him to confine his efforts at cropping to a cottage garden.

Taniskeey, county Armagh.—Visited on 10th May, and found 43 children present, of whom 5 belonged to the agricultural class. The proficiency of these lads was satisfactory.

The farm contains 7 statute acres, which are fairly cropped on the five-course system.

Whitechurch School, county Kilkeenny.—I found 11 young lads in the agricultural class, and, considering their ages, their answering was satisfactory. The school-farm contains 3A. 0R. 38P. (statute), and is cropped on the four-course rotation. All the crops presented a creditable appearance except a plot of lea wheat which was rather dirty.

ANNUAL SHOW OF SCHOOL-FARM PRODUCE.

In 1864 the Commissioners made an order sanctioning the distribution of £10 a year as premiums for the best specimen of crops raised on their school farms. For several years the specimens were shown at Glasnevin; and selections were afterwards exhibited at the winter show of the Royal Dublin Society, in Kildare-street.

Last year the Glasnevin show was discontinued, and the awards were made by the Royal Dublin Society, as follows:—

SECTION I.—*First Class Farms under Exclusive Management of Board.*

First prize.—Albert Farm; first class silver medal and honorary certificate.

Honorary certificates were awarded to—Mr. Boyle, Cork Model Farm; Mr. Kenny, Limerick Model Farm; Mr. O'Brien, Ulster Model Farm; Mr. McCabe, Goemastown Model Farm.

SECTION II.—*First Class Farms under Local Management.*

First prize.—Mr. Madden; Woodpole Model Agricultural School; small silver medal and honorary certificate.

Mr. Ryan; Garryhill Model Agricultural School; honorary certificate.

SECTION III.—*Ordinary Agricultural Schools and School Gardens.* *Appendix F.*

- First prize—£4 10s. with honorary certificate.—Whitchurch School; teacher, Mr. Georgeanna. *Reports on Agricultural School Farms.*
- Second prize—£3 10s. and honorary certificate.—Longford School Garden; teacher, Mr. M'Gerry.
- Third prize—£2 10s. and honorary certificate.—Drocasale Agricultural School; teacher, Mr. O'Dowd.
- Fourth prize—£2 and honorary certificate.—Crieve Agricultural School; teacher, Mr. Hergaton.
- Fifth prize—£1 10s. and honorary certificate.—Loughlynn School Garden; teacher, Mr. Fallon.
- Sixth prize—£1 and honorary certificate.—Tullyerme Agricultural School; teacher, Mr. Flood.

Having now reported on the various sections of the department for 1871, I submit a few facts which show the progress it has made during the past eight years.

I. I now first take the Boards' own model farms by which the position of the department is mainly judged.

In 1864 the total area of the farms worked with the public money, was 686A. 2R. 15P., on which there was a gross loss of upwards of £1,000. On the same farms last year, there was a balance of upwards of £1,000 on the other side of the account.

II. In 1864 the total number of agricultural schools in operation was ninety-four, in which agricultural instruction was afforded to 3,210 boys. In 1871 the number of agricultural schools had increased to 165, and the number of pupils to 6,350.

III. In 1864 agricultural instruction was confined to the ninety-four agricultural schools referred to; in 1872, according to data given in the District Inspector's Reports, the Board's Agricultural Class Book was read in rural National schools which do not rank as agricultural schools at all.

IV. Partly through the instrumentality of the department, the work of agricultural instruction is extensively carried on through the press. One of the agriculturists edits the agricultural sheet of a weekly paper which has an enormous circulation among the small farmers of Ireland.

I believe the department is capable of still further expansion, and of promoting the diffusion of useful agricultural knowledge among the small farmers of Ireland in a variety of ways.

No. 2.—MR. BROGAN.

Employment of Time.

Engaged in ordinary inspection duty,	234 days.
Engaged in special duties, assisting at annual valuations, examining accounts, writing reports, &c.,	54 "
On leave of absence,	10 "
Sundays, and official holidays,	67 "
Total,	365 "

Official Duty performed.

Ordinary visits of inspection reported upon in the usual manner,	315
Special visits for valuation, examination of accounts, investigations, &c.	20
	<i>Statute Miles.</i>
Total distance travelled on official duty,	11,790
Average distance travelled to each visit of inspection,	37½

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The amount of inspection duty performed by me last year is the largest hitherto accomplished, as in but one previous year did the number of inspections exceed 300, viz., in 1869, when it amounted to 302.

The following summary will show how the duty of inspection was distributed amongst the different classes of agricultural schools:—

Class of Schools Inspected.	Number of times inspected.					Total
	Once.	Twice.	Three times.	Four times.	Five times.	
First Class or "Model,"	1	10	10	1	1	23
Ordinary,	2	58	32	—	—	292
School Gardens,	—	9	3	—	1	32
Total,	3	77	45	1	2	318

The number of agricultural schools of all classes in operation in my district, and under my inspection at the close of the past year, was 127, classified as follows:—

First Class or "Model,"	22
Second Class or "Ordinary,"	92
School Gardens,	13
Total,	127

This shows an increase of 14 over the number in connexion at the close of the previous year, 1870, seventeen applicant cases having been received into connexion, and three schools having been struck off from connexion with the agricultural department, consequent upon changes of teachers. This increase is slightly under that of the previous year (15), but it would have been somewhat in excess of it had I been enabled to visit and report upon all the applications that had been referred to me before the close of the year.

First Class, or "Model" Agricultural Schools.—The number of schools of this class under my charge (22) continues unchanged; but though there has been no alteration in the total number, there has been a slight change in the classification, consequent on the depression of the Cloakeenker "model" to the class "ordinary," and the establishment of an agricultural department in connexion with the Enniskillen District Model School. The present classification, therefore, stands thus:—

I. Under exclusive control of the Commissioners,	12
II. Under local management,	10

I. Of the 12 schools of this class under the exclusive management of the Commissioners, the farming departments of 8 continue as heretofore to be managed for the public account, while the remaining 4 are worked by the capital, and for the account of their respective agriculturists, the Enniskillen school-farm, recently brought into operation in this section, being managed for the account of the agriculturist, who receives a fixed allowance, together with the profits of the farming department, for his services in imparting both theoretic and practical agricultural instruction to the pupils of the more advanced classes in the boys' school.

As Mr. Baldwin's General Report will give the fullest particulars of the financial results of their operation during the past year, I will not enter on this phase of their operations further than to state that I believe the aggregate pecuniary result of the farming transactions for 1871 will bear comparison with that of any previous year, notwithstanding the great deficiency in both the quantity and quality of farm produce from the exceptionally unfavourable character of the weather during the months of June, July, and August. The most unsuccessful in a pecuniary point of view has been the Bath model farm, county Monaghan, where, owing to the almost total failure of the flax crop, and a great deficiency in the yield of the other crops, the loss exceeded £100. The

educational departments of these schools continue to be conducted with fair average efficiency. The number of agricultural boarders in attendance at them remains about the same as it was in the previous year. The number of day pupils attending the agricultural classes in these schools has increased considerably within the past year, the addition of the Enniskillen establishment, where there is a large and regularly attended "agricultural class," having greatly contributed to this satisfactory result. Their efficiency and success in imparting agricultural instruction, as ascertained during my successive inspections within the past year, have been quite satisfactory.

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In those cases in which the farming departments are worked for the account of their conductors, the terms of the contract under which they are held from the Commissioners continue to be faithfully observed; and in no instance has it been found necessary during the past year to call attention to any infraction of the conditions of this contract.

II. *Of the Model Agricultural Schools* under local management, the greater number still continue to be conducted with due efficiency and success. There are a few, however, that, owing to unexpected and unavoidable circumstances, have been placed in a condition of temporary disorganization and inefficiency, and on these I consider it necessary to submit a few explanatory remarks.

Rahan Model Agricultural School, King's county.—The agricultural department of this school continues in the same unsatisfactory condition as explained in my last annual report.

Clonkeenery Model Agricultural School, county Galway.—This establishment, which had been conducted as a model agricultural school for many years with more than average efficiency and success, as referred to in my last annual report, has been reduced to the grade of an "ordinary" agricultural school.

Loughashe Model Agricultural School, county Tyrone.—The future of this establishment, the oldest as well as the most efficient and successful of the "first-class" agricultural schools under "local management," still continues in the same uncertain state as at the date of my last annual report.

The Templemoyle Agricultural Seminary after existing for nearly half a century, during which it rendered essential service to the advancement of Irish agriculture, not alone in the North, but wherever its pupils, who were drafted from every county in Ireland, subsequently settled, was allowed to fall for want of local support.

Ordinary Agricultural Schools.—There has been an increase of eleven in this class of agricultural schools during the past year. Those previously in operation continue to work satisfactorily with very few exceptions, caused by changes of teachers, or other unavoidable circumstances. Their conductors are becoming fully alive to the important advantages accruing from the system, both to themselves personally as rendering them more independent, and giving them a much higher social status than they could attain to as ordinary literary teachers, and to their pupils, and the general community, by the beneficial influence of their teaching and example in promoting improvement in what must long continue as the chief industry, and the corner-stone of national progress and prosperity in this country.

The increase of 14 that has occurred in this class of agricultural schools during the past year, is distributed as follows:—

Ulster,	7	} Total, 14.
Leinster,	1	
Connaught,	6	

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As it may be useful to describe their existing condition at the date of being received into connexion, so as to place on record reliable data by which to estimate their future progress, I will submit a brief statement of the circumstances of each of these new agricultural schools as they presented themselves to me at my first visit, when reporting on the application.

Baron Ordinary Agricultural School, county Cavan.—This school is located in the north-west extremity of the county Cavan, about four miles south of Blacklion. It is in the midst of a district containing a large extent of waste, but improvable land. The farm, which adjoins the school, is of large extent; but as the greater portion of it is of a rocky mountain character, only affording coarse pasturage for cattle, the extent allocated for tillage purposes in connection with the school, is only three statute acres, which is to be cropped on a "five course rotation." The teacher has already set a good example to the neighbouring farmers by the improvements effected on this portion of the land in drainage, clearing of stones, levelling, claying, &c. As his pupils cannot enter or leave the school without seeing the progress and effects of these improvements, there can be no doubt that this practical teaching, together with the theoretic instruction they daily receive in the school, will ensure their becoming intelligent and improving farmers hereafter. The teacher who is both enterprising and industrious, will not confine his operations and improvements to the portion allocated as a model farm for school purposes, but will, as soon as this portion has been sufficiently improved, and brought under systematic cultivation, proceed to improve more land.

Barnesmore Ordinary Agricultural School, county Donegal.—This school stands at the western, or Donegal end of the far-famed "Gap," or mountain pass of Barnesmore. The farm, which surrounds the school, lies on the side of the public road leading from Donegal to Stranolar, in a very favourable position for attracting public attention. It is of small extent (three statute acres), and as it was heretofore almost waste land, of very little value, no rent is charged for it. Its improvement, so as to make it fit for general cultivation, was by no means an easy or inviting task.

At my second visit I found that the teacher had accomplished far more than I expected in so short a time, and this, to a great extent, by his own exertions before and after school hours. As the surrounding district is occupied almost exclusively by small farmers, and affords ample scope for agricultural improvement, and the reclamation of waste land, I expect that the introduction of the agricultural system into a district so much in need of agricultural instruction will be productive of much advantage.

Buninadden Ordinary School, county Sligo.—This school is situated in the village of Buninadden, on the road from Ballymote railway station to Tobercurry. The farm, which adjoins the school, also lies quite close to the village, and also to the fair green, where the farmers of the surrounding country frequently assemble to dispose of their live stock. There can be no doubt, therefore, as to the eligibility of its situation for attracting public attention, or that its proceedings will be well watched by the farmers of this part of the country. The farm is of large extent (37A. 2R. Or. statute); but as a great deal of it is of a hilly character, and not well adapted for profitable cultivation, two fields immediately adjoining the fair green, and containing about five statute acres, have been allocated as the school or "model farm." They are to be cropped on a "six course rotation," modified to suit the requirements of the situation, viz.; 2 green, 2 grain, and 2 grass crops.

Brackley Ordinary Agricultural School, county Armagh.—This school, which stands about three miles west of Markethill, a little off the high road to Newtownhamilton, was in connexion with the Church Education Society, but has been recently placed in connexion with the National Board as a literary school, and also as an ordinary agricultural school. The extent of land available for tillage purposes (one acre) is rather limited, and as it is a stiff cold clay, lying rather too low to admit of deep and efficient drainage, its successful cultivation must be a matter of some difficulty. There will be a "school garden" as well as a "school farm" established here. The school stands in the very centre of the ground, and is largely attended by pupils whose parents are engaged in farming pursuits.

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Cloonlough Ordinary Agricultural School, county Sligo.—This school, with the little farm which immediately adjoins it, stands close to the public road leading from Boyle to Tobercurry, about five statute miles west of the former town. It is in the midst of a densely populated district purely agricultural, and where, from the rough and but partially cleared or reclaimed state of the land, most of which is unfit for tillage, the farming must necessarily be on a small scale. The portion of land available for school farm purposes was of a most unpromising character, full of large rocks and stones, the removal of which should cost almost as much as should be sufficient to purchase the "fee-simple" of cleared land of fair average fertility. At my subsequent visits I observed that great progress had been made, and an extraordinary change effected in the appearance of the land, and in its fitness and value for arable purposes.

Carragmore Ordinary Agricultural School, county Galway.—This school, with the model farm immediately adjoining, occupies a very conspicuous position at the junction of the two public roads leading from Ballinamore bridge and Donamon railway station to Tuam. The farm, consisting of 5A. 0R. 30P. statute, of poor clay and reclaimed bog, has been partially drained, fenced, and otherwise improved, and is to be cropped on the ordinary five course rotation. There is a respectable and well built dwelling-house and farm offices, affording all requisite accommodation for farm purposes, already built on the farm. The attendance at the school is very fluctuating.

Cloonaool Ordinary Agricultural School, county Sligo.—This school stands at the foot of the southern declivity of the Ox mountains, on the road leading from Collooney to Coolaney and Ballina. The farm consists of 8 statute acres of inferior land, much in need of drainage, levelling, clearing of stones, &c. About two acres of the levellest and best cleared portion of the land has been allocated as a school farm, to be cropped on a four course rotation, the remainder being allowed, for the present, to remain in permanent pasture and meadow. The teacher has, at his own expense, erected commodious and suitable offices. There is a large attendance in the advanced classes in the school, who are now enrolled in the "agricultural class," and who are making very fair progress in this branch of instruction.

Kedestown Ordinary Agricultural School, county Kildare.—This school is situated on the high road from Naas to Blessington, within about three statute miles from the latter town. The farm, which immediately joins the school, consists of 3A. 1R. 30P. statute, of good clay land, requiring no outlay in the way of permanent improvements. About 2½ statute acres are to be cropped on the ordinary five course rotation, ½ acre to be reserved as permanent pasture, or exercise ground for the cattle, and the remainder as a kitchen garden. The land is let

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rent free to the teacher, as local contribution from the patron. There are, as yet, no permanent or suitable farm offices erected. There is a fair attendance in the "agricultural class" at the school, though the surrounding district is rather thinly inhabited, and is more of a *pastoral* than of an *agricultural* character.

Kilnaleck Ordinary Agricultural School, county Cavan.—This school stands quite close to the market town of Kilnaleck, on the road leading to Cavan. The farm consists of 3A. 2R. 25P. statute, of which something over 2 acres are to be cultivated on a modified five course rotation (2 green, 2 grain, and 1 grass crop), leaving about one statute acre, not suitable for tillage, in permanent pasture, and the remainder as a vegetable garden. The school is well attended.

Killashelan Ordinary Agricultural School, county Galway.—The situation of this school is rather unfavourable, as it stands on a by-road, away from any public thoroughfare. But the surrounding district contains a pretty numerous population, mostly of the small farming class. The school, teacher's residence, and farm offices have been constructed in the most judicious and substantial manner, and deserve to be regarded as constituting a perfect model of what such buildings for a combined literary and agricultural school should be. The land, which is given rent free to the teacher, consists of 3A. 1R. 0P., of good clay soil, well enclosed and improved. A four course rotation of cropping is in progress of being established on 2½ statute acres, ¼ acre is to be allocated as permanent pasture or exercise ground for the cattle, and the remainder will be occupied as a vegetable garden and ornamental ground.

Lisnadill Ordinary Agricultural School, county Armagh.—This school stands about four statute miles S. W. of Armagh, on the road to Newtown-Hamilton. It was, until very recently, in connexion with the Church Education Society, and is an endowed school, from the Robertson bequest. The land, which consists of 7A. 0R. 20P., statute, of poor clay soil, though long connected with the school, does not hitherto appear to have been turned to much account. The attendance at the school does not at present afford much scope or material for the maintenance of an intelligent agricultural class, but there is a prospect of its improving.

Meenashieve Ordinary Agricultural School, county Cavan.—This school stands in the midst of a bog, not far from the source of the river Shannon, and about one mile east of the public road leading from Carrick-on-Shannon to Enniskillen. The extent of land available for school-farm purposes is only 1 statute acre, which is to be cropped on a modified five-course rotation (two green, two grain, and one grass crop). In addition to this, the teacher holds about 2 acres of rich alluvial meadow land on the banks of the Shannon, at about half a mile distant, which affords him an ample supply of hay for his cattle.

Newmills Ordinary Agricultural School, county Tyrone.—This school, which has been but recently placed in connexion with the system of National education, is situated about four miles north of Dungannon. The land, though in close proximity to the school, is not immediately nor permanently connected with it, but is rented by the teacher as an ordinary tenant. The land at first assigned for school-farm purposes was difficult of access from its elevated position, and therefore not very profitable for cultivation. But towards the close of the past year, the teacher purchased the out-going tenant's interest in a farm of 6½ statute acres on the opposite side of the school from the original farm, and which, being equally convenient to the school, and much better suited for tillage purposes from its being on a level with the public road and

easy of access, is cultivated as the "school-farm," on a five-course rotation. I expect that the arrangement will be found in every way satisfactory. The school being well attended, a good average can be maintained in the "agricultural class," and as the teacher is well qualified for the discharge of the combined duties, having previously conducted the Parkanaur Agricultural School in the same county, I entertain no doubt of the perfect success of the agricultural department in this case.

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Quigihar Ordinary Agricultural School, county Sligo.—This school is situated about three statute miles east of the watering-place of Inniscrone, on the east side of the estuary of the river Moy. Portion of the land available for tillage purposes immediately adjoins the school, but the greater part lies at the distance of a furlong from it, but on the side of the public road passing by the school. The entire extent is 2A. 2R. 23P. statute, of which 2 acres are under cultivation on a "four-course rotation." There is about half an acre of waste land which it is the intention of the teacher to reclaim and bring under the rotation also. The portion now under culture is managed in the most creditable and successful manner; and the example of good husbandry thus afforded by the teacher is calculated to have the best effect on the farming economy of the adjacent district. The school is well attended, with a fair proportion in the advanced classes, so that a full and intelligent agricultural class can be maintained; and under such favourable circumstances I feel confident that the agricultural department here will be productive of much advantage to the farming community, and achieve more than an average amount of success.

School Gardens.—The number of institutions of this class has, as already stated, been increased from 10 to 13 within the past year. The three now schools of this class are—

Bruckless, co. Donegal
Clare, co. Tyrone.
Markethill, co. Armagh.

Two of them (Bruckless and Markethill) are situated in towns or villages, and the third (Clare) is in a rural district. The Markethill school formerly, and for many years, ranked as a "model" agricultural school, but as the Newry and Armagh Railway was made to run quite through the school-farm and farm offices, thus utterly unfitting them for their original object, the teacher removed to another situation, and the agricultural department was abandoned. After this discontinuance of agricultural teaching for many years, it is now again revived under a different organization, and will, I hope, prove a useful and successful adjunct to the educational agency of this school. The other two cases, also, I expect to realize satisfactory results. Their conductors, besides being men of more than average capacity and efficiency in their profession as literary teachers, seem to possess great taste and aptitude for the discharge of the duties that will devolve on them in the management of their industrial departments; and as far as I have been enabled to observe at my inspections subsequent to their schools being received into connexion with the agricultural department, they were making very satisfactory progress both in the agricultural instruction of their pupils and in the improvement and efficient management of their respective school gardens.

Of the school gardens in operation previous to the commencement of the past year (1871), those situated at Glasnevin, near Dublin, and at Loughglynn, county Roscommon, still continue the most important.

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The latter continues to be conducted with unimpaired efficiency, as far as I have been enabled to judge at my periodic inspections, but the number of cultivators of "house allotments" remains stationary, and has not extended as might reasonably be expected considering the inducements held out in the way of prizes, &c.

The *Glasnevin School Garden* has not been so successful last year as it had been for some years previously. This has been owing to causes beyond the teacher's control. The necessity of having to employ hired labour to supplement the deficiency of the pupils' labour has also had an unfavourable effect on the pecuniary result of the year's operations. The following is the financial result: both of the school garden worked for the account of the Commissioners, and of the pupils' allotments worked for the account of their respective cultivators for the past year:—

BALANCE-SHEET for year ended 31st December, 1871, of GLASNEVIN NATIONAL SCHOOL GARDEN. Extent—1 statute acre.

Dr.	£	s.	d.	Cr.	£	s.	d.
To year's rent of garden, . . .	5	0	0	By amount received for vegetables and fruit sold, . . .	43	17	11
To Amount—				.. amount received for pigs sold,	22	14	2
Paid for seeds and manures, . .	4	7	9				
" 4 store pigs purchased, . . .	8	5	0				
" Feeding stuffs for pigs, . . .	9	8	2				
" New garden tools,	2	12	8				
" Labour,	17	5	0				
" Miscellaneous expenses, . . .	0	10	5				
To Balance being gain,	18	14	2				
Total,	£65	12	2	Total,	£65	12	2

RESULTS of WORKING of PUPILS' ALLOTMENTS at GLASNEVIN NATIONAL SCHOOL GARDEN, for the year ended 31st December, 1871.

Allotments	Area.	Cultivator.	Total Expenses.	Total Receipts.	Total Profit.	Assessable Profit.
	Stat. perches.		£ s. d.	£ s. d.	£ s. d.	£ s. d.
A.	12	Pat Fenelon, . .	0 16 0	3 2 8	1 15 11	22 16 11
B.	11	Wm. Orr, . . .	0 13 7	3 1 2	1 18 5	25 12 3
C.	11	Wm. Fenelon, . .	0 15 0	2 11 7	2 4 6	22 7 3
D.	12	Daniel Garthland, .	0 14 4	3 3 4	2 5 0	30 9 9
E.	10	Joseph Orr, . .	0 11 7	2 6 0	1 15 6	26 16 0
F.	10	James Shears, . .	0 10 5	2 14 2	1 17 0	29 12 0
	66	Total,	4 0 11	16 18 11	11 14 4	27 19 7 average.

Agricultural Pupils.—The number of pupils of all classes receiving agricultural instruction in the agricultural schools of all classes in my district at the close of the past year was 3,079, with a daily average attendance of 1,822. Their progress, as ascertained at my various examinations during the past year, was, on the whole, satisfactory. In some of the schools, especially in rural districts where agricultural labourers are hard to be procured, a difficulty that is year by year becoming a serious and increasing source of embarrassment to the farming class, the attendance is liable to very great fluctuation, and the progress and proficiency of the pupils of the agricultural classes are consequently much retarded. Making reasonable allowance for this unavoidable

obstacle to improvement, I am of opinion that the rate of progress is fair, and evidences due attention on the part of both teachers and pupils.

Paid Industrial Classes.—The number of pupils paid partly by the Commissioners and partly from local funds for assisting during a specified time (one to two hours) daily in the culture of the school-farm or garden is now 139, being an increase of 23 over the number enrolled in these classes at the close of the previous year. This increase has been caused by grants, having been made last year towards the maintenance of such classes in four agricultural schools, viz., Bunnacranagh, county Sligo, Doo Castle and Rooskey, county Mayo, and Rath, Queen's County. They continue to prove very attentive to their duties, and very useful in assisting to keep up the efficient cultivation of the school-farms with which they are connected, especially since ordinary paid labour is so difficult to be procured.

Agricultural Boarders.—The number of pupils of this class continues unchanged from the previous year. As they constitute the most important class for whose training and instruction the agricultural school system was designed, being the only class who could be expected to acquire anything approaching such an extensive and complete knowledge of the science and practice of modern husbandry as would qualify them for practising it scientifically in afterlife, it is to be regretted that their number is so limited and so much below that for which accommodation has been provided. I continue to devote the most particular attention to their progress and proficiency in their agricultural studies, and to test this progress by written as well as oral examinations.

Having now expressed my views and opinions on the operation of the agricultural school system in every phase of its working that it comes within my province to notice, it only remains for me, in concluding this report, to express my decided conviction, founded upon close and anxious observation of its progress, that it continues to realize the expectations of its founders, and that it is slowly but surely sowing seeds of industrial intelligence and improvement that will hereafter yield a fruitful harvest of national wealth and prosperity. One of the most convincing evidences that its utility is becoming more appreciated by the public each succeeding year, is the steady annual increase in the number of agricultural schools.

I beg to append the return of rain-fall in at some of the most important stations in Ireland for the year 1870, the last year for which the published returns have reached me.

[RETURN.

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RETURN OF RAIN-FALL in Ireland in 1870.

Location.	Station of Observation.	County.	Depth in inches.	Days on which 0.1 surface of rain fell.	Remarks.
North Coast,	Londonderry.	Londonderry.	37.27	Not given.	Under the average.
"	Garvagh.	"	33.67	173	do.
South Coast,	Cork.	Cork.	35.61	134	Above average in depth.
"	Waterford.	Waterford.	33.55	174	Under in No. of rainy days.
East Coast,	Belfast.	Antrim.	30.14	160	Slightly under average depth.
"	Dublin.	Dublin.	20.96	145	Above in No. of rainy days.
"	Wexford.	Wexford.	25.23	124	Under the average.
West Coast,	Valentia.	Kerry.	47.10	212	do.
"	Galway.	Galway.	44.14	187	Above the average.
"	Sligo.	Sligo.	37.70	163	do.
Inland Stations,	Armagh.	Armagh.	22.20	125	do.
"	Kinnisbeg.	Kilkenny.	30.10	120	Under the average.
"	Parsonstown.	King's.	20.47	Not given.	Above average in depth.
"	Killaboe.	Clare.	40.78	176	Under average No. of rainy days.
		Average.	33.66	150.66	Under the average.

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No. 3.—MR. BOYLE.

The number of schools of all classes under my inspection at the commencement of the year was,	33
Taken into connexion during the year,	6
Total at close of the year,	38

The schools are situated as follows:—

In county Clare,	9
" Cork,	9
" Limerick,	7
" Kerry,	3
" Kilkenny,	4
" Tipperary,	3
" Waterford,	3

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I inspected 5 of these schools four times; 27 three times; and 6 twice.

The following table gives the total and comparative returns of pupils receiving agricultural instruction during the three years I have had charge of the inspection of this district:—

	1869.	1870.	1871.
Agricultural boarders,	44	48	55
Pupil-teachers (who receive agricultural instruction daily),	30	20	37
Day scholars in Agricultural classes,	1,007	1,235	1,674
	1,171	1,312	1,766

Increase in 1871, 454

The schools are classified as under:—

- I. 9 first-class, under the exclusive management of the Commissioners.
- II. 5 first-class, under local management.
- III. 24 ordinary agricultural schools, all under local management.

The number of first-class schools remains unaltered—all those taken into connexion during the year belonging to third class, and to which I shall refer under the proper head.

The statistical returns as to the number of agricultural pupils at each school, the extent of land attached to each, the live stock maintained, with the financial results of the year's management of each school farm, will be found summarized in the Appendix to this report. The detailed balance sheets of all the farms have been furnished to the Education Office, to be checked and dealt with by the head of the Agricultural Department, and it does not appear necessary to refer further to them here; but I shall give the balance sheet of the Munster Farm as it is under my immediate management, when I am not engaged on inspection duty.

In previous reports I treated of each of the three classes of schools separately, and I shall refer to them in the same order in the present instance.

Munster Agricultural School and Farm.—This farm was taken by the Commissioners in 1853, and the buildings were ready for the accommodation of agricultural boarders in 1859. Since that date about 250 boarders (200 agricultural pupils and 50 pupil-teachers) have entered the establishment.

On 31st December, 1871, there were 28 boarders in attendance—18 agricultural pupils and 10 pupil-teachers—the total number of beds available being 31.

The pupil-teachers entered here as boarders in 1865, when the Cork model schools were opened. They attend those schools during the day, and are boarded and lodged at this establishment.

The agricultural boarders receive indoor agricultural instruction for one hour daily, and the pupil-teachers for half an hour on five days of the week, the latter take part occasionally in the farm operations for a short time on Saturday evenings.

The boarding class was well attended during the year—the total and average attendance exceeding those of any other year since the opening of the establishment; and I am glad to be able again to report that the conduct of both classes, while under my supervision, was excellent.

The greater number of the agricultural boarders are now admitted half-yearly through competitive examinations held at the establishment. These examinations are notified to the public through advertisements in the local newspapers. This is, in my opinion, a decided improvement on the previous modes of admission; and if sufficient time be given between the date of notice and examination, there will likely be a considerable number of candidates in attendance. By assembling the candidates in this way the officers of the Board have an opportunity of judging of their fitness, which was not previously practicable; and if some of the lads do fail at these examinations, they see what is necessary to attain success, and can be prepared for another occasion.

Taking into account the attainments of the agricultural boarders when entering the establishment, I have reason to be satisfied with their progress during the year. Two of the pupils from this establishment took first and second place at the "All Ireland" competition for free places at Glenservin.

The Farm.—The rotations—4 and 5 course—are now fully established, and the land has been much improved in condition. The crops of the just year were, on the whole, very fair; but the barley crop, in common with that of the whole district, was a good deal below an average; and as barley is the principal crop for sale the deficiency in produce told heavily on the financial results for the year. The mangel

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crop was excellent, but turnips were below an average. Sugar beet was again tried, and turned out an excellent crop.

An acre of flax was grown, partly for the instruction of the pupils that they might take part in all the operations connected with its management. The produce was below an average here as elsewhere, but the return from it was about equal to that from a grain crop on the same extent of land.

The seed was saved and used for feeding calves and other live stock.

The live stock were quite free from disease during the past year—as in the two previous years. The best heifer calves are kept over to take the place of cast dairy cows, so that we do not require to purchase many.

When a dairy cow is purchased she is kept apart for two weeks; and in this way we run the least possible risk of introducing contagious disease.

There is a good herd of well-bred young cattle now on the farm.

Limerick (Mungret) Agricultural School and Farm.—The boarding class and the agricultural class in the day school were well attended during the year. The following table gives the attendance for 1870 and 1871:—

	1870.	1871.
District Agricultural Boarders,	16	25
Pupil Teachers,	10	9
Day school,	32	33
Total,	58	67

All these classes made very fair progress during the year, and the domestic management of the agricultural boarders was well attended to.

The farm was well cultivated and cropped, and presents a greatly improved appearance. The very fine mangel crop was somewhat injured by the unusually heavy frosts early in November, before all were stored; but this was not an exceptional case. The most experienced farm managers suffered a loss from a similar cause.

The balance-sheet shows a profit of £191 3s. 2d., and this reflects credit on the management.

Farraghy Agricultural School and Farm.—The school here is still in-operative, but I believe arrangements are in progress for re-opening it for the admission of pupils.

The Farm.—It has been much improved latterly; but as the land is naturally of very inferior quality, it will take a considerable time to put it into good order. A creditable example of management is now afforded. The balance-sheet for the past year shows a profit of £44 5s. 6d.

Gormanston Agricultural School and Farm.—There were 48 pupils in the agricultural class during the year, who were carefully instructed, and whose answering was satisfactory.

The farm was remarkably well managed, and much improved, during the year, reflecting credit on the agriculturist. The profit for the year was £44 8s. 7d.

Mount Trenchard Agricultural School and Farm.—In my report for 1870 I referred to the peculiar arrangement for carrying out agricultural instruction at this school. The new scheme sanctioned by the Commissioners, came into operation in April, 1871, and is likely to work well. Formerly an "industrial class," made up of some of the advanced pupils at each of the three National schools within a radius of two and a half miles of Mount Trenchard, attended at the farm on Saturdays for agricultural instruction, but it was found that the attendance was very small and most irregular. Now, however, an agricultural

class has been organized in each of those schools, and the agriculturist at Mount Trenchard attends at each school for half an hour, on two days of the week, to afford agricultural instruction. The number of the pupils in the agricultural class at each school will be found in the Appendix to this Report. Taking into account the short time these classes have been organized, and also the very limited time (one hour weekly) set apart for agricultural instruction, their progress was as good as could fairly be expected.

There were three agricultural boarders at Mount Trenchard Farm during the year.

The farm was fairly managed; the crops a pretty good average. The balance-sheet for the year shows a profit of £59 10s. 6d.

Terce Agricultural School and Farm.—There were 38 distinct pupils in the agricultural class of the day school during the year, whose answering was creditable. There are no agricultural boarders at this farm.

The farm has been worked in two divisions, and separate accounts kept for each. The six-acre school farm was remarkably well managed and cropped, and the balance-sheet shows a profit of £17 15s. 2d. on the year's transactions. The "gross farm" (or second division) realized a profit of £30 10s. 2d.

Derrycastle Agricultural School and Farm.—The number of pupils in the agricultural class of the day school was 37, and their progress was satisfactory.

The farm was well managed, but the very wet year was greatly against favourable results from a farm so peculiarly situated. The oat crop gave a very small return, and some sheep died at a time when good returns were expected from them. Besides, the root crops were much damaged by game, which abounded in the district, and which cannot be kept in check. This is a source of serious loss to the Commissioners.

The balance-sheet shows a deficit of £16 9s. 11d. on the year's transactions.

Dunamony Agricultural School and Farm.—There were 93 pupils in the agricultural class of the day school during the year, whose progress was very fair. There were two agricultural boarders during the year, and eight pupil teachers, who received systematic instruction on agricultural subjects.

The farm was very well managed during the year, but, owing to an unexpected change of agriculturists, and to the season at which the change took place, &c., the present manager entered on his duties at a disadvantage.

The balance-sheet shows a loss of £23 7s. 10d. on the year's transactions.

FIRST-CLASS AGRICULTURAL SCHOOLS under LOCAL MANAGEMENT.

No.	Name.	County.	Land attached.
1.	Cahersherkin, . . .	Clare, . . .	20 acres.
2.	Glenanna, . . .	Waterford, . . .	20 "
3.	Sallybank, . . .	Clare, . . .	16 "
4.	Beekle, . . .	" . . .	14 "
5.	Piltown, . . .	Kilkenny, . . .	8 "

Cahersherkin Agricultural School.—There were 50 pupils in the agricultural class during the year, who made very fair progress, and whose answering was more satisfactory than it had been in the previous year.

The farm was very fairly managed and cropped, and some drainage and reclamation of bog land effected during the year. There was a profit of £6 6s. 7d. on the year's transactions.

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Glengarra Agricultural School.—There were 42 pupils in the agricultural class of the day school during the year, and three agricultural boarders. The progress of both classes was creditable and satisfactory.

The farm was better cultivated than in the previous year, and has been a good deal improved, though there is room for still further improvement.

The balance-sheet shows a profit of £10 14s. 4d. The loss of a valuable milch cow reduced the profits by £14 or £15.

Sallybank Agricultural School.—There were 53 pupils in the agricultural class of the day school during the year, who were well instructed and who answered creditably. There are no agricultural boarders at this school.

The Farm.—The farm is now in better working order than it had been. A change of rotation has enabled the teacher to cultivate better the portion of land now in tillage. Some necessary drainage has been done, and a good example has thus been afforded where it is much required. The profit on the farm for the year was £5 1s. 3d.

Peakle Agricultural School.—The number of pupils in the agricultural class for the year was 36, which was little over one-half the attendance of the previous year, chiefly owing to the closing of the schools for a considerable period, on account of contagious disease in the district. There in attendance made fair progress.

The Farm.—The tillage and cropping of the farm were very fairly attended to. The balance-sheet shows a profit of £39 12s. 6d.

Piltown Agricultural School.—There were 43 pupils in the agricultural class during the year, who answered creditably. There are no agricultural boarders here.

The Farm.—The farm was well cultivated and cropped, and the garden and "grounds" kept in very good order. The balance-sheet shows a profit of £12 17s. 9d.

It is right I should state that the profit would have been much larger but that the teacher could not get possession of the land till April. He was not able to have some of his crops sown in time nor in as good order as usual.

The statistical returns of the schools and farms above treated of are given in the Appendix, as also the returns from the Ordinary Agricultural Schools, to which I shall now refer.

ORDINARY AGRICULTURAL SCHOOLS UNDER LOCAL MANAGEMENT.

The number of schools of this class at the close of 1870 was	19
At close of 1871,	21
	—
Increase during year,	5

which includes the three schools "affiliated" to Mount Trenchard farm. I shall notice these schools in alphabetical order.

Ballasluuan Agricultural School.—There were 65 pupils in the agricultural class during the year, whose answering was pretty satisfactory. The balance-sheet of the school-farm shows a profit of £37 19s. 7d. for the year.

Ballygloss Agricultural School.—There were 29 pupils in the agricultural class whose progress was fair—taking into account the very irregular attendance at this school.

The school-farm is improving under present management. The teacher got charge of it in very bad condition in October, 1869, and is improving it systematically. The profit for the year was £3 5s. 7d.

Ballyglass Agricultural School.—This school was taken into connexion with the Agricultural Department in April 1871. There were 88 pupils in the agricultural class during the year, who made creditable progress for the time devoted to agricultural subjects.

The Farm contains 16 statute acres, it is quite close to the school, and adjoins the public road. The landlord has let this land to the teacher at a moderate rent, and has, I believe, made arrangements for erecting a suitable residence for the teacher and out-offices for the school-farm in connexion therewith.

The land was all in grass when the teacher got possession; and as one-half of it had to be fenced off in order that a rotation of crops could be carried out, the landlord on being applied to provided at once an excellent fence of strong iron hurdles, which enabled the teacher to arrange his cropping without delay. A four-course rotation is now in progress. There was a profit on the farm of £34 16s. 3d. for the year.

Ballysaggart Agricultural School.—There were 32 pupils in the agricultural class during the year. The attendance was most irregular, and the progress not quite satisfactory. The school is situated in a very poor district, and the children able to work are kept away at all busy seasons. A fair amount of success is all that can be expected.

The Farm.—The farm was a moory waste when the teacher took it in hand about four years since. He has been carrying on improvements regularly every year, and has thus afforded a good example in the district. The balance-sheet shows a profit of £13 19s. 1d. for the year.

Cahir Agricultural School.—This school was taken into connexion with the Agricultural Department in January, 1871. There were 51 pupils in the agricultural class during the year, and their progress was satisfactory for the time devoted to agricultural instruction.

There is a large garden attached to this school in which root crops and varieties of vegetables are cultivated systematically, the pupils performing the greater portion of the work without interfering with the time set apart for literary instruction in the school.

The landlord is about to award prizes to the pupils who answer best on agricultural subjects in addition to those given for literary proficiency. The profit on the school garden for the year, as shown by the balance-sheet, was £3 15s. 7d.

Clonkeen Agricultural School.—There were 37 pupils in the agricultural class during the year. The attendance was very irregular and progress not so good as usual. The school-farm is well cultivated and cropped. The balance-sheet shows a profit of £9 5s. 2d. for year.

Clonmore Agricultural School.—There were 30 pupils in the agricultural class for the year, whose progress was satisfactory.

The school-farm is particularly well managed, and the crops very good. The small garden and plots around the school are models of skilful cultivation. The balance-sheet shows a profit of £14 4s. for the year.

Dirreendarragh Agricultural School.—There were 61 pupils in the agricultural class during the year, whose answering was creditable, and progress fair. The school-farm is very well cultivated, and has been much improved lately. The profit for the year was £19 13s. 4d.

Dromandoora Agricultural School.—There were 31 pupils in the agricultural class during the year. The attendance at this school is most irregular. The children able to do any kind of farm work are kept away at all busy seasons. Under these circumstances a favourable

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result cannot be expected. The balance-sheet shows a profit on the school-farm of £29 7s. 1½d. for the past year.

Foynes Agricultural School.—This school was "affiliated" with Mount Trenchard Farm in April, 1871. There were 48 pupils in the agricultural class during the year, but as the time set apart for agricultural instruction is very short (one hour in the week), much progress could not yet be expected.

Freemount Agricultural School.—There were 36 pupils in the agricultural class during the year, whose progress was not quite satisfactory, though somewhat improved. The school-farm was well managed. The balance-sheet shows a profit of £23 13s. for the year.

Grange Agricultural School.—There were 35 pupils in the agricultural class for the year, who answered fairly, and whose progress was satisfactory. The school farm and garden were well managed. The land was in very foul condition when the present teacher took charge in November, 1868, and he has improved it very much since.

On the small plots of ground surrounding the schools and teachers' residence there is an excellent example of "cottage gardening" afforded. A very considerable variety of useful vegetables is grown, though on a small scale, and flowers are not omitted. The landlord liberally supplies suitable implements for the boys of the "industrial class."

The balance-sheet shows a profit for the year of £6 6s. 3d.

Killdoran Agricultural School.—There were 22 pupils in the agricultural class of this school during the year. The attendance here is exceptionally irregular. The school is situated in a poor mountain district, and the children who are able to take part in any sort of farm work are kept away in all busy seasons. Only a moderate amount of progress can be expected under these circumstances. The teacher appears to spare no means to keep his class up to a fair standard of efficiency.

The school-farm is very fairly managed, and a good example of reclamation of "mountain moor" has been afforded by the teacher and his family for many years.

The balance-sheet shows a profit of £4 19s. 3d. on the farm for the year.

Killacolla Agricultural School.—There were 46 pupils in the agricultural class at this school during the year, whose progress was satisfactory.

The school-farm was well managed, and much improved during the year.

The profit of the year was £35 17s. 8½d.

Lansdowne Agricultural School.—There were 36 pupils attending the agricultural class here during the year, who were well instructed, and whose answering was respectable. The school-farm has been much improved, and is very well cropped and managed. A good example of draining and reclamation has been afforded here. The balance-sheet shows a profit of £25 6s. 8d. on the year's transactions.

Morem Agricultural School.—There were 88 pupils in the agricultural class during the year, whose answering was satisfactory.

The school-farm was very fairly managed and cropped, the root-crops being particularly good. The profit for the year, as shown by the balance-sheet, was £35 17s. 6d.

Newmarket Agricultural School.—There were 68 pupils in the agricultural class at this school in 1871, whose progress was fair, though not quite satisfactory. The pupils at this school are above the average age, and the attendance not so fluctuating as in most other schools; and I look forward to greater progress.

The farm was very fairly managed, and there was some improvement in the cultivation of the previous year. Appendix F.

The balance-sheet shows a profit of £44 19s. 11d.

Parteen Agricultural School.—The number of pupils attending the agricultural class during the year was 34, whose progress was fairly satisfactory. Reports on
Agricultural
School
Farms.

The school-farm was very well managed and cropped, and is now in very good condition.

The balance-sheet shows a profit of £19 12s. 5½d.

Scrappit Agricultural School.—There were 29 pupils in the agricultural class at this school during the year. The attendance was very irregular, and progress not up to an average. The school is situated in a very poor mountain district, and the children are kept at home in all busy seasons. A small amount of success in such a district would be as creditable, and more useful, than in a more favoured locality.

The little piece of mountain bog attached to the school has been well improved, and good crops are obtained from it. A very good example is thus afforded where it is so very much required.

The balance-sheet shows a profit for the year of £15 18s. 10d.

Sanagolden Agricultural School.—This is one of the three schools "affiliated" with Mount-Trenchard farm, and a good agricultural class may be expected here in the course of some time. There were 51 pupils in the agricultural class during the year, whose progress was satisfactory for the short time agricultural instruction had been afforded.

There is no land attached to this school.

Saem Agricultural School.—There were 95 pupils in the agricultural class here during the year, and whose answering was very creditable. This is the largest and one of the best instructed agricultural classes in my district.

The school-farm is very well managed—skilfully cultivated and cropped.

The balance-sheet shows a profit of £12 0s. 5d. on the year's transactions.

Tullyerine Agricultural School.—There were 38 pupils receiving agricultural instruction at this school during the year. Their answering was creditable, taking into account the irregular attendance of the advanced boys at all busy seasons—this being altogether a rural district.

The school-farm was very well managed. The green root-crops were excellent, and specimens of these were awarded prizes at the local root show held at Kilrush.

The balance-sheet for the year shows a profit of £8 9s. 6d.

Whitechurch Agricultural School.—There were 23 pupils in the agricultural class at this school during the year. The attendance was small, and very irregular. Under the circumstances, much progress could not be expected. The answering was fairly satisfactory.

The school-farm has been a good deal improved by the present teacher. He got possession of it in very bad condition indeed; and there is still a good deal to be done to put it into good order, and to clean it properly.

The balance-sheet shows a profit of £18 on the year's transactions.

I have now given a concise statement of the working and condition of each agricultural school in my district; and, taking into account the difficulties many of the teachers have to contend with (through irregular attendance of the advanced pupils, and the absence of local aid and encouragement, &c.), I can state that, on the whole, considerable progress continues to be made in carrying out agricultural instruction in connection with the literary department.

The teachers, with very few exceptions, are thoroughly interested in

*Appendix F.***Reports on
Agricultural
School
Farms.**

promoting agricultural and industrial education ; and the children thus instructed will no doubt in due time appreciate the advantage of their early training, and profit by it ; while, at the same time, it is to be presumed that the good example likely to be afforded by their improved management will lead to further progress among the large number of small farmers in this country, from which class the agricultural pupils in the schools are chiefly recruited. It is right I should state that, although the teachers as a rule attend well to the agricultural instruction, they complain generally of the small additional salary allowed for the work they have to do to meet the requirements of the agricultural department.

I may be permitted here to refer to the suggestions which I offered in my report for 1871, as to the want of connexion between the three classes of agricultural schools, and as to the admission of agricultural boarders at the district model farms. I have no doubt but that the arrangement proposed would be attended with advantage.

I may add, that the recent increase in the pension for agricultural boarders is likely to affect materially the number of applications for admission to the "paying" class at the agricultural schools.

APPENDIX G.

STATISTICS of AGRICULTURAL SCHOOLS, and FARMS.

			Page
I.—	AGRICULTURAL SCHOOLS visited by MR. BALDWIN,		366, 367
II.	Do.	do. MR. BROGAN,	368-379
III.	Do.	do. MR. BOYLE,	380-383

I.—AGRICULTURAL SCHOOLS

SCHOOL.	COUNTY.	EXTENT.	LIVE STOCK.					PUPILS.					
			Cattle.	Sheep.	Pigs.	Poultry.	Brought Animals.	Boarding.		Day Pupils.			
								Fees.	Pay.	On Roll.	Present.	Industrial Class.	
Athy.	Kildare.	A. R. P. 64 0 20	18	.	6	10	2	.	1	19	16	.	
Baileboro'	Cavan.	48 0 6	16	.	13	.	2	1	.	65	43	.	
Ballymoney.	Antrim.	22 2 2	7	.	3	11	1	1	.	42	26	.	
Beth.	Monaghan.	42 5 0	14	.	5	.	2	.	.	100	71	51	
Chert.	Tipperary.	0 5 0	.	.	.	.	.	.	.	149	53	59
Chesherklin.	Clare.	20 0 0	6	2	1	30	1	.	.	149	53	59	
Chert.	Tipperary. . . . .	.	.	.	.	.	.	.	.	149	53	59
Chescom.	Cork.	8 0 0	7	6	.	80	1	.	.	148	50	35	
Chescomkery. . . . .	.	.	.	.	.	.	.	.	.	.	.	.
Clonmore.	Kilkenny.	5 1 0	2	.	.	1	1	.	.	84	37	30	
Coomeen.	Monaghan.	10 3 12	5	2	2	30	1	.	.	15	8	.	
Delgany.	Wicklow.	2 0 9	2	.	1	.	.	.	.	16	8	.
Derrycastle.	Tipperary.	16 1 22	4	11	1	16	1	.	.	78	40	27	
Dramahughor.	Armagh.	1 0 0	.	.	2	.	.	.	.	20	9	.
Dunmurry.	Cork.	12 0 0	4	6	.	.	.	1	1	189	88	55	
Ferraby.	do.	48 3 8	8	20	16	30	1	.	.	Scho of Incapacitation.	178	71	36
Frankle.	Clare.	14 2 16	7	.	8	10	1	.	.	122	45	47	
Glandore.	Cork.	24 2 8	9	12	8	13	1	.	.	99	41	48	
Gormanstown.	Tipperary.	47 2 23	11	21	11	22	2	.	.	98	48	50	
Grange.	Waterford.	2 0 0	.	.	1	.	1	.	.	66	34	22	
Kilbrian.	Cork.	11 2 0	1	.	.	24	1	.	.	66	34	22	
Kilbrany.	Kilkenny.	20 0 34	16	45	2	.	2	6	.	None.	.	.	
Kyle Park.	Tipperary.	20 0 0	5	2	2	68	4	.	.	83	19	.	
Larne.	Antrim.	7 0 38	8	.	1	8	.	.	.	60	28	2	
Leitrim.	Leitrim.	15 0 0	7	.	.	15	.	.	.	48	25	.	
Limerick.	Limerick.	76 3 3	32	5	24	24	4	14	11	88	50	23	
Leaghlyna.	Roscommon.	0 2 0	.	.	.	.	.	.	.	48	15	14
Markethill.	Armagh.	0 1 0	.	.	.	.	.	.	.	62	27	.
Munster.	Cork.	126 3 17	62	47	0	20	6	14	25	No day school. Teachers.	.	.	
Piltown.	Kilkenny.	6 1 20	.	.	6	5	1	.	.	65	45	42	
Poyntzpass.	Armagh.	2 0 19	2	1	.	.	1	.	.	20	15	.	
Ratoath.	Menth.	7 2 20	1	2	2	25	.	.	.	19	9	.	
Tanlokey.	Armagh.	7 0 0	4	.	2	30	.	.	.	39	18	.	
Terron.	Limerick.	23 2 21	5	85	10	.	1	.	.	119	48	20	
Uster.	Antrim.	106 2 25	20	60	6	.	4	1	.	None.	.	.	
Whitechurch.	Kilkenny.	8 0 15	2	.	4	.	1	.	.	61	10	24	
Woodpole.	Menth.	15 0 28	3	6	2	56	1	.	.	38	14	8	
Woodstock.	Kilkenny.	8 2 35	3	.	2	40	1	.	.	20	13	8	

visited by MR. BALDWIN.

Description of Farms.	Farm Buildings.	When Inspected.	Condition of Agricultural Department.	Profit or Loss on last Year's Working.	Observations.	School.
Light but kind.	Ample.	2: 1, 17: 10, 4: 12	Satisfactory.	£ s. d. 107 9 8	Change of agriculturist at commencement of year.	Athy.
A hill side.	Ample.	7: 8	Fair.	4 18 5	Loss.	Bailishore.
Part loam; part upland.	Very good.	5: 6	Very good.	57 13 7	Profit.	Ballymoney.
Cold clay.	Adequate.	20: 6	Very bad.	103 12 6	Loss.	Bath.
School garden.	None.	3: 2, 1: 4	Fair.	2 15 7	Profit.	Caher.
Chiefly bog.	Adequate.	4: 11	Fair.	6 6 7	Profit.	Cahersherkin.
		1: 2	Recently established.	8 8 2	Profit.	Cashel.
Medium land.	Adequate.	20: 4	Fair.			Cloakheen.
Mixed.	Indifferent.	23: 16	Middling on Report.			Cloakhenaryl.
Good.	Good.	27: 5	Satisfactory.	14 4 0	Profit.	Cloakheen.
Upland gravel.	None.	27: 2	Bad.	21 13 4	Loss.	Cormeen.
Good loam.	None on farm.	1: 8	Do.	Not ascertained.		Delpney.
Medium soil, on clay slate.	Ample.	26: 4	Unsatisfactory.	16 9 11	Loss.	Derryvally.
Clayey.	Fair.	11: 5	Middling.	4 4 6	Profit.	Drumshanagher.
Gravelly loam.	Ample.	7: 1, 14: 4, 13: 7, 30: 11	(See Report).	22 7 10	Loss.	Dummanway.
Extremely poor.	Do.	22: 4, 11: 7, 5: 9	Satisfactory.	44 5 4	Profit.	Farraly.
Good.	Adequate.	2: 11	Middling.	20 12 6	Profit.	Fenkle.
Medium.	Ample.	20: 4, 1: 10	Satisfactory.	25 17 11	Profit.	Glenore.
Medium loam.	Do.	2: 2, 23: 4	Do.	41 3 7	Profit.	Gormanstown.
Medium.	Not adequate.	20: 9	Fair.	6 6 2	Profit.	Grange.
Reclaimed mountain.	Middling.	8: 9	Do.	4 10 3	Profit.	Kilbman.
Clay.	Ample.	2: 1, 3: 5, 17: 5, 11: 9	Satisfactory.	94 0 3	Profit.	Kilkenney.
Loam.	Adequate.		Do.	5 0 0	Profit.	Kyle Park.
Clayey.	Do.	27: 1	Fair.	10 17 2	Profit.	Larne.
Part clayey.	Ample.	10: 9	Do.	26 0 4	Profit.	Lestrane.
Part moory mixed.	Do.	5: 1, 5: 5, 27: 6, 27: 10	In some respects good, in some bad.	191 5 2	Profit.	Limerick.
Loamy.	None on school garden.	20: 10	Satisfactory.	4 9 10	Profit.	Longhlynn.
Garden.	—	10: 12	Not entered.	No balance-sheet.	First year of connexion.	Markethill.
Steady loam of excellent character.	Amplr.		Fair.	95 10 1	Profit.	Monster.
Good.	Adequate.	25: 6	Satisfactory.	13 17 9	Profit.	Pillown.
Gravelly loam.	Fair.	11: 6	Middling.	3 0 3	Profit.	Poyntassan.
Clayey.	Indifferent.	19: 6	Do.	—		Ratosth.
Gravelly loam.	Adequate.	10: 5	Satisfactory.	10 16 7	Profit.	Tanlokey.
Medium loam.	Ample.	27: 4, 27: 10	Good.	33 14 6	Profit.	Terroe.
Stiff clay.	Do.	21: 3, 14: 10, 7: 12	Much improved.	11 18 2	Profit.	Uster.
Good.	Adequate.		Good.	18 0 0	Profit.	Whitechurch.
Gravelly.	Do.	23: 8	Fair.	30 13 6	Profit.	Woodpole.
Poor clay.	Ample.	29: 5	Bad.	37 12 5	Profit.	Woodstock.

All the statistics in this table will be found in my report.—J. BALDWIN.

II.—AGRICULTURAL SCHOOLS

SCHOOL.	County.	Extent, Statute Measure.	LIVE STOCK.					FEDERAL.				
			Cattle.	Sheep.	Pigs.	Poultry.	Daughter Animals.	Boarding.		Boy Pupils.		
								Fees.	Pay.	On Roll.	Percent.	Industrial Classes.
MODEL.		A. R. P.										
Athy, . . .	Kildare, . . .	64 0 20	14	.	5	10	2	.	1	18	18	.
ORDINARY.												
Arranmore, . . .	Donegal, . . .	4 2 0	2	.	.	15	.	.	.	16	5	.
Ashburton, . . .	Monaghan, . . .	5 1 0	4	.	2	30	.	.	.	24	14	.
Askill, . . .	Donegal, . . .	20 0 0	0	.	.	50	1	.	.	13	6	.
Arles, . . .	Queen's, . . .	2 1 0	.	.	1	20	.	.	.	23	18	.
MODEL.												
Ballymoney, . . .	Antrim, . . .	23 2 2	7	.	3	11	1	1	.	42	25	.
Bath, . . .	Monaghan, . . .	42 3 0	14	.	5	.	2	.	.	.	.	.
Bedlichere, . . .	Cavan, . . .	48 0 5	16	.	15	.	2	1	.	65	55	.
Bellinakeil, . . .	Galway, . . .	20 0 0	7	15	8	80	1	.	.	53	7	6
Ballycarr, . . .	Antrim, . . .	7 2 30	.	.	.	.	.	.	.	17	8	.
ORDINARY.												
Belleighan, . . .	Donegal, . . .	31 0 0	12	7	1	40	2	.	.	37	21	6
Broomfield, . . .	Monaghan, . . .	9 0 0	4	.	1	12	.	.	.	17	10	.
Ballynecor, . . .	Tyrone, . . .	14 0 0	18	.	1	50	2	.	.	20	12	.
Ballinacally, . . .	Westmeath, . . .	4 2 0	4	2	3	20	.	.	.	46	32	8
Brusna, . . .	Mayo, . . .	4 1 0	1	.	1	20	.	.	.	31	26	.
Brcan, . . .	Do. . . .	1 2 18	.	1	1	.	.	.	.	21	4	.
Bunnewersnagh, . . .	Sligo, . . .	2 3 0	0	.	3	40	.	.	.	46	27	6
Ballymurry, . . .	Roscommon, . . .	20 0 0	2	14	2	60	1	.	.	26	13	.
Ballyminnan, . . .	Do. . . .	6 1 7	1	1	2	40	1	.	.	23	11	.
Ballyfeeny, . . .	Do. . . .	15 0 0	3	1	.	40	Do.	.	.	52	6	.
Banada, . . .	Sligo, . . .	1 2 50	5	.	1	40	.	.	.	71	26	.
Ballaghadriscan, . . .	Mayo, . . .	0 1 0	.	.	None.	.	.	.	.	59	23	.
SCHOOL GARDEN.												
Brcan, . . .	Cavan, . . .	35 0 0	9	.	.	30	.	.	.	15	9	.

visited by MR. BROGAN.

Description of Farms.	Farm Buildings.	When Inspected.	Condition of Agricultural Department.	Profit or Loss on last Year's Working.	Observations.	SCHOOL.
A light loam,	Adequate, and well constructed.	6:4, 27:7, 27:10	Good.	£ s. d. 107 9 8	Change of Agriculture since commencement of year.	MODEL. ATHY.
Partially reclaimed; mountain bog.	Adequate, and in fair order.	20:2, 14:7	Fair.	3 0 0	Profit.	ORDINARY. ARDMORE.
Clay loam.	Do.	27:1, 28:6, 29:10	Do.	18 5 3	Profit.	Ashburton.
Part poor clay; partly reclaimed bog.	Inadequate; middling repair.	15:6, 21:11	Pretty fair.	20 7 3	Profit.	Askill.
Clay loam.	Adequate; middling repair.	2:3, 28:6, 27:10	Progressing.	8 12 2	Profit.	Artes.
Part clay loam, part reclaimed bog.	Adequate, and in good repair.	18:1, 16:6, 14:10	Good.	57 15 7½	Profit.	MODEL. BALLYMONEY.
Heavy clay land, drained and improved.	Adequate; pretty fair repair.	26:1, 19:5, 30:7, 29:10, 23:11	Unsatisfactory.	102 12 0½	Loss.	Barb.
Part clay, and part reclaimed bog.	Adequate, and in good repair.	8:2, 29:5, 6:7, 27:11	Good.	4 18 6	Loss.	Balleboro'.
Clay loam.	Adequate; fair repair.	23:5, 22:9	Do.	29 2 1½	Profit.	Ballinacill.
Do.	None now available.	17:1, 15:6, 13:10	Middling.	—	Farm not available this year, owing to change of Tenant.	Ballycarry.
Do.	Adequate; good order.	17:2, 12:7	Good.	57 19 8	Profit.	ORDINARY. BALLYGHEAN.
Poor clay.	Inadequate; middling order.	26:1, 22:6, 20:10	Middling.	Not ascertained.	Suspended since 13th Oct., 1871.	Broomfield.
Part clay land; part reclaimed bog.	Adequate; fair order.	23:2, 11:7	Good.	40 6 8	Profit.	Ballynecan.
Gravelly loam.	Do.	19:2, 20:6, 5:10	Do.	27 18 1	Profit.	Ballinvalley.
Poor stony land, cleared and improved.	Do.	30:3, 14:9	Do.	16 6 5½	Profit.	Bruna.
Clay loam.	Inadequate; bad repair.	29:3, 12:9	Do.	6 7 3	Profit.	Becan.
Part clay loam; part reclaimed bog.	Adequate; middling repair.	15:3, 11:8, 19:12	Do.	45 16 5½	Profit.	Bunnsaranagh.
Poor gravelly soil, cleared of stones.	Adequate; fair repair.	31:2, 15:0	Do.	26 4 3½	Profit.	Ballynarry.
Gravelly loam.	Do.	31:5, 29:9	Fair.	9 0 6	Profit.	Ballyminfan.
Poor clay; partially improved.	Inadequate; and in bad repair.	29:4, 28:8	Progressing.	4 11 0	Profit.	Ballyteeny.
Do.	Adequate; middling repair.	16:3, 11:8, 20:12	Do.	4 4 9	Profit.	Banada.
Heavy clay land.	None required.	30:3, 4:9	Fairly efficient.	No sales.	—	Ballaghadineen.
Meeninda bog, in process of reclamation.	Adequate; and in middling order.	25:4, 31:8	Progressing.	11 12 8	Profit.	SCHOOL GARDEN. BERN.

II.—AGRICULTURAL SCHOOLS

SCHOOL.	County.	Extent, Statute Measure.	LIVE STOCK.					FERTIL.						
			Cattle.	Sheep.	Pigs.	Poultry.	Draught Animals.	Boarding.		Day Pupils.				
								Free.	Pay.	On Roll.	Present.	Industrial Classes.		
SCHOOL GARDEN— continued.		A. R. P.												
Bruckless, . . .	Donegal, . . .	0 1 0	1	.	1	0	.	.	.	47	16	.		
Earnesmore, . . .	Do.	2 0 0	1	.	.	12	.	.	.	35	12	.		
Burnsadden, . . .	Sligo,	27 2 0	11	0	1	20	.	.	.	12	7	.		
Brackley,	Armagh,	1 0 0	.	.	.	.	.	.	.	33	13	.		
MONKS.														
Carriek,	Fermanagh, . . .	26 0 0	8	.	11	25	1	.	.	63	20	.		
Cornagilla, . . .	Monaghan, . . .	10 0 0	4	.	2	22	2	.	.	28	10	.		
ORDINARY.														
Cloukeemore, . . .	Galway,	20 0 0	.	11	2	20	.	.	.	20	2	.		
Cornacleigh, . . .	Cavan,	12 2 0	2	.	1	13	.	.	.	20	14	.		
Cornaclean, . . .	Donegal,	0 2 30	2	.	1	40	.	.	.	27	10	.		
Creevery,	Do.	5 0 0	3	.	.	20	.	.	.	13	10	.		
Coolmore,	Do.	13 2 0	0	.	2	30	1	.	.	25	15	.		
Criev,	Fermanagh, . . .	10 2 0	2	.	7	31	.	.	.	14	10	.		
Cormeen,	Monaghan, . . .	10 3 12	6	2	2	30	1	.	.	15	8	.		
			Cows											
Castlederg (Edwards),	Tyrone,	1 0 0	.	.	2	.	.	.	.	26	18	.		
Clau,	Kildare,	2 1 12	3	.	3	10	.	.	.	35	16	.		
Cloontagh,	Longford,	10 0 0	5	1	5	60	2	.	.	20	12	.		
Cloonis,	Mayo,	4 0 0	1	.	.	15	1	.	.	24	28	.		
Castlehackett, . . .	Galway,	19 2 0	3	10	.	15	2	.	.	16	7	8		
Carragorra,	Mayo,	11 0 0	7	.	2	30	2	.	.	51	18	.		
Cloghans,	Do.	4 2 0	4	.	5	24	1	.	.	22	10	.		
Cornafulla,	Roscommon, . . .	13 3 0	2	.	2	14	.	.	.	25	8	2		
Curry,	Do.	4 3 0	4	.	2	24	.	.	.	54	29	8		

visited by MR. BROGAN—continued.

Description of Farms.	Farm Buildings.	When Inspected.	Condition of Agricultural Department.	Profit or Loss on last Year's Working.	Observations.	School.
Clay loam, .	Adequate; in fair repair.	16:5, 17:11	Fair, .	£ s. d. Not ascertained.	First year of connexion.	SCHOOL GARDEN—con. Brackles.
Part clay; part reclaimed bog.	None yet crocted.	17:5, 18:11	Do. .	Do. .	Do. .	Barnesmore.
Light loam, .	Adequate, and in fair order.	15:8, 15:12	Pretty fair,	Do. .	Do. .	Brimadlen.
Heavy clay land.	Inadequate; bad repair.	17:10	Middling, .	Do. .	Do. .	Brackley.
Part heavy clay, and part reclaimed bog.	Adequate; fair order.	11:5, 24:11	Good, .	45 11 11	Profit.	MODEL. Carrick.
Poor clay soil,	Adequate; middling repair.	10:5, 29:11	Pretty fair,	11 8 0	Loss.	Corragilla.
Part gravelly loam; part reclaimed bog.	Adequate; bad repair.	31:5, 25:9	Middling, .	23 10 1	Gain. Depressed to class "ordinary."	ORDINARY. Clonkosenbert.
Reclaimed bog.	Adequate; fair order.	27:4, 36:8	Fair, .	2 8 0	Gain.	Corracleigh
Do. . .	Do. . .	22:2, 17:7	Do. .	3 4 5	Profit.	Carradon.
Part clay loam; part mountain bog.	Adequate; middling repair.	22:2, 17:7	Do. .	12 3 3	Profit.	Creevery.
Clay loam, .	Adequate; good order.	15:6, 21:11	Good, .	27 0 7	Profit.	Coolmore.
Heavy clay land.	Do. . .	11:6, 24:11	Do. .	45 9 4	Profit.	Crieva.
Poor gravelly soil requiring much improvement.	Do. . .	10:5, 27:11	Middling, .	31 19 4	Loss.	Cormeen.
Clay soil; very rocky; required much clearing.	Adequate; middling repair.	18:5, 15:11	Good, .	4 11 7	Profit.	Castlederg (Edwards).
Light loam, .	Adequate; good repair.	12:1, 7:4, 31:10	Do. .	33 6 10	Profit.	Glane.
Part clay soil; part reclaimed bog.	Adequate; fair order.	21:4, 25:18	Fair, .	13 7 0	Profit.	Glontagh.
Reclaimed bog.	In progress of erection.	14:3, 10:8, 14:12.	Progressing,	12 1 6	Profit.	Glounia.
Shallow clay soil, resting on rock.	Adequate and in good repair.	29:6, 20:9	Good, .	31 13 0	Profit.	Castleshackett.
Light loam, .	Do. . .	24:3, 8:9.	Do. .	38 13 10	Profit.	Carragorra.
Part rich loam; part reclaimed bog.	Do. . .	24:3, 8:9.	Fair, .	28 3 2	Profit.	Chagmans.
Light loam, .	Do. . .	1:6, 29:9.	Do. .	12 6 6	Profit.	Corneafalls.
Part light loam; part poor sandy soil.	Inadequate; fair repair.	16:3, 11:8, 19:12.	Fair, .	14 8 3	Profit.	Curry.

II.—AGRICULTURAL SCHOOLS

SCHOOLS.	County.	Extent, Statute Measure.	LIVE STOCK.					PUPILS.				
			Cattle.	Sheep.	Pigs.	Poultry.	Draught Animals.	Boarding.		Day Pupils.		
								Free.	Pay.	On Roll.	Present.	Industrial Class.
A. R. P.												
ORDINARY—CON. Carrowree, . . .	Sligo, . . .	4 3 32	4	.	1	15	.	.	.	31	15	.
Culfadda, . . .	Do. . . .	15 0 0	4	.	1	12	.	.	.	28	31	.
Carrickboy, . . .	Donegal, . . .	2 2 0	2	.	.	12	.	.	.	35	29	.
Cultiba, . . .	Mayo, . . .	1 0 0	.	.	.	.	.	.	.	28	6	.
Cloonlough, . . .	Sligo, . . .	4 0 0	2	.	.	7	.	.	.	26	23	.
Curraghmore, . . .	Galway, . . .	5 0 20	2	.	2	15	.	.	.	17	3	.
Cloonscool, . . .	Sligo, . . .	8 0 0	2	.	2	30	.	.	.	24	13	.
SCHOOL GARDEN.												
Conroy, . . .	Donegal, . . .	0 1 0	1	.	1	.	.	.	.	15	9	.
Castledin, No 1, . . .	Do. . . .	0 1 0	.	.	1	.	.	.	.	51	27	.
Clare, . . .	Tyrone, . . .	0 2 13	2	.	.	9	.	.	.	21	15	.
MODEL.												
Dunlewy, . . .	Donegal, . . .	13 0 0	2	12	2	20	.	.	.	14	6	.
ORDINARY.												
Drumtanagher, . . .	Armagh, . . .	1 0 0	.	.	2	1	.	.	.	29	9	.
Drung, . . .	Cavan, . . .	11 1 25	7	3	3	30	1	.	.	9	3	.
Drumadara, . . .	Tyrone, . . .	10 2 32	6	.	3	20	.	.	.	18	10	.
Delgany, . . .	Wicklow, . . .	2 0 2	2	.	1	.	.	.	.	18	5	.
Drumadara, . . .	Leitrim, . . .	9 2 0	4	.	9	20	.	.	.	40	16	.
Doe Castle, . . .	Mayo, . . .	1 2 19	2	.	2	20	1 Donk.	.	.	68	27	6
Derrinacarta, . . .	Do. . . .	2 2 32	2	.	1	20	.	.	.	20	4	.
Doonfin, . . .	Sligo, . . .	3 0 0	3	2	.	30	.	.	.	25	28	.
SCHOOL GARDEN.												
Derryeughan, . . .	Armagh, . . .	0 1 0	1	.	3	.	.	.	.	25	13	.
Drumavish, . . .	Donegal, . . .	0 1 10	.	.	1	10	.	.	.	24	17	.
MODEL.												
Enniskillen, . . .	Fermanagh, . . .	3 0 0	None yet procured.							51	45	.

visited by MR. BROGAN—continued.

Description of Farms.	Farm Buildings.	When Inspected.	Condition of Agricultural Department.	Profit or Loss on last Year's Working.	Observations.	School.
Gravelly loam.	Adequate, and in fair repair.	11:3, 14:8, 10:12	Good.	£ s. d. 25 11 8	Profit.	ORDINARY—continued. Carrowree.
Poor clay land, but slightly improved.	Inadequate; had repair.	14:3, 10:8, 14:12	Middling.	14 16 0	Profit.	Culladra.
Clay loam.	Adequate; fair repair.	13:3, 20:11	Fair.	16 12 3	Profit.	Carrickboy.
Peaty and rocky soil.	None yet erected.	26:3, 12:9	Unsatisfactory.	No account.	Farm the subject of litigation.	Cultibo.
Poor stony land.	Adequate; fair order.	16:3, 19:8, 21:12	Middling.	Do.	First year of connexion.	Cloonlough.
Poor clay soil.	Do.	27:5, 28:9	Fair.	20 14 8	Profit.	Carraghmore.
Do.	Do.	12:8, 19:12	Do.	No account.	First year of connexion.	Cloosacool.
Clay loam.	Do.	17:2, 12:7	Do.	Do.	No sales of produce; all used by family.	SCHOOL GARDEN. Cooney.
Do.	Do.	16:2, 10:7, 14:11	Fair.	Do.	Do.	Castledn, No. 1.
Do.	Adequate; middling repair.	17:3, 13:11	Do.	Do.	First year of connexion.	Clare
Mountain bog, in process of reclamation.	Adequate; fair repair.	21:2, 13:7	Do.	1 7 2	Profit.	MODEL. Dunlewy.
Clay loam.	Do.	25:1, 22:6, 10:10.	Do.	4 4 6	Profit.	ORDINARY. Drumhanagher.
Gravelly loam.	Do.	20:4, 7:7, 29:11.	Do.	38 6 2	Profit.	Drumg.
Poor clay land.	Do.	23:1, 19:6, 11:10.	Good.	47 16 8	Profit.	Drumnafara.
Clay loam.	None now on farm.	27:1, 9:8, 20:10	Middling.	Not ascertained.	School and farm changed to a less favourable location.	Delgany.
Part poor clay; part reclaimed bog.	Inadequate; had repair.	22:4, 26:8	Do.	Do.	Closed operation at end of this year.	Drumadorn.
Clay loam.	Adequate; fair repair.	16:3, 16:8, 14:12	Good.	8 1 3	Profit.	Doo Castle.
Reclaimed bog.	Do.	36:2, 14:9	Fair.	15 16 4	Profit.	Derrinacarta.
Poor shallow clay resting on rock.	Do.	10:3, 14:8, 12:12	Do.	29 16 11	Profit.	Dosella.
Clay loam.	Do.	24:1, 21:6, 18:10.	Do.	No account.	Produce all used by teacher's family.	SCHOOL GARDEN. Derrycoughan.
Do.	Do.	15:2, 19:7, 15:11	Good.	Do.	Do.	Drumavish.
Vegetable loam.	None yet erected.	25:11	Progressing.	Do.	First year of operation.	MODEL. Embsallien.

II.—AGRICULTURAL SCHOOLS

School.	County.	Extent, Statute Measure.	Live Stock.					Fertile.				
			Cattle.	Sheep.	Pigs.	Poultry.	Draught Animals.	Boarding.		Day Pupils.		
								Free.	Pay.	On Roll.	Present.	Industrial Classes.
ORDINARY. Esker, No. 2. . .	Galway. . .	A. R. P. 8 2 29	4	.	2	10	1	.	.	12	3	.
Endestown. . .	Kildare. . .	3 1 30	2	.	.	2	.	.	.	17	3	.
Finnce. . .	Tipperary. . .	5 0 0	.	.	.	.	.	.	.	12	6	.
MODEL. Garryhill. . .	Carlow. . .	11 2 10	4	.	4	30	1	.	.	54	27	3
Glauduff. . .	Roocommon. . .	20 3 10	6	13	6	60	2	.	.	30	6	1
ORDINARY. Gushedy. . .	Fermanagh. . .	14 0 0	4	.	.	30	.	.	.	12	10	.
Geevagh. . .	Sligo. . .	2 0 0	2	.	.	1	15	.	.	43	34	.
SCHOOL GARDEN. Glasnevin. . .	Dublin. . .	1 2 10	.	.	.	4	.	.	.	11	2	4
ORDINARY. Hill Hall. . .	Down. . .	1 0 0	.	.	None.			.	.	19	12	.
MODEL. Kilkenny. . .	Kilkenny. . .	79 0 54	14	45	2	.	2	6	.	None.		
Kyle Park. . .	Tipperary. . .	20 0 0	5	2	2	60	4	.	.	35	10	.
ORDINARY. Kilcoy. . .	Cavan. . .	3 2 6	1	.	3	30	1 Donkey.	.	.	27	5	4
Kilcloon. . .	Meath. . .	2 0 0	1	2 Goats	.	10	.	.	.	16	6	.
Keshoe. . .	Donegal. . .	12 0 0	4	12	.	15	.	.	.	12	6	.
Kilvara. . .	Galway. . .	10 0 0	2	12	2	12	.	.	.	44	25	.
Kilnasolan. . .	Do. . .	3 1 0	1	.	.	10	.	.	.	9	5	.
Kilrushester. . .	Sligo. . .	13 0 0	2	14	1	30	.	.	.	25	17	.
Kilmoyce. . .	Mayo. . .	8 0 0	3	1	2	40	1 Donkey.	.	.	47	37	.
Killybegs. . .	Donegal. . .	3 2 30	3	.	1	6	.	.	.	61	23	.
Kilnaleck. . .	Cavan. . .	3 2 25	6	.	10	20	.	.	.	35	5	.
MODEL. Leitrim. . .	Leitrim. . .	16 0 0	7	.	.	15	.	.	.	40	19	.
Lerna. . .	Antrim. . .	7 0 38	6	.	1	8	.	.	.	50	29	3
Loughashe. . .	Tyrone. . .	20 0 0	25	6	10	60	4	.	10	None.		
ORDINARY. Lack. . .	Fermanagh. . .	5 8 0	7	.	1	70	1	.	.	24	17	.

visited by MR. BROGAN—continued.

Description of Farms.	Farm Buildings.	When Inspected.	Condition of Agricultural Department.	Profit or Loss on last Year's Working.	Observations.	School.
Gravelly loam.	Adequate; good order.	26:5, 23:9	Good.	£ s. d. —	—	ORDINARY. Ester, No. 2.
Clay loam.	Inadequate; bad repair.	26:7, 3:11	Progressing.	No account.	First year of operation.	Endestown.
Poor gravelly soil.	None yet available.	26:5, 21:0	Middling.	Do.	Do.	Finroe.
Light loam.	Adequate; good repair.	4:2, 28:6, 26:10	Good.	36 2 1	Profit.	MODEL. Garryhill.
Do.	Adequate; fair repair.	31:3, 15:0	Fair.	80 6 4	Profit.	Glanduff.
Poor heavy clay, partially drained.	Adequate; middling repair.	12:5, 23:11	Do.	5 3 7½	Profit. Failure of flax reduced the profit.	ORDINARY. Gushedy.
Light calcareous loam.	Adequate; good repair.	13:2, 15:6, 22:12	Good.	5 10 10	Profit.	Geevagh.
Rich clay loam.	Do.	8:2, 3:5, 24:7, 23:8, 0:11	Fair.	18 14 3	Profit.	SCHOOL GARDEN. Glacerrin.
Clay loam.	Inadequate; fair repair.	20:1, 10:6, 10:10	Do.	No balance sheet.	Change of Teachers in April of this year.	ORDINARY. Hill Hall.
Heavy clay soil.	Adequate; good repair.	5:4, 25:7, 20:10	Good.	24 0 3½	Profit.	MODEL. Kilkenney.
Part poor clay; part reclaimed bog.	Do.	24:5, 21:0	Fair.	8 0 0	Profit.	Kyle Park.
Part gravelly soil; part reclaimed bog.	Inadequate; middling repair.	25:4, 6:10	Pretty fair.	2 17 8	Loss.	ORDINARY. Kilcoogy.
Clay loam.	Adequate; fair order.	10:1, 10:6, 7:10	Fair.	11 14 7	Profit.	Kilcloon.
Light loam; part reclaimed bog.	Do.	20:2, 14:7	Do.	21 17 0	Profit.	Keadue.
Calcareous gravel.	Do.	30:5, 27:9	Do.	5 18 4	Profit.	Kinvara.
Heavy clay soil.	Do.	27:5, 28:9	Do.	19 18 3	Profit.	Kilnasolan.
Clay loam.	Do.	10:2, 14:8, 18:12	Do.	34 15 9	Profit.	Kilrushelton.
Part gravelly soil; part reclaimed bog.	Do.	20:2, 12:0	Do.	33 12 7½	Profit.	Kilmores.
Part clay loam; part moory soil.	Adequate; middling repair.	16:5, 17:11	Progressing satisfactorily.	5 8 5	Profit.	Killybegs.
Part clay soil; part low moory soil.	Do.	29:4, 0:10	Do.	No balance sheet.	First year of operation.	Kilnaheek.
Part heavy clay; part peaty soil.	Adequate; good repair.	24:4, 29:8	Fair.	26 0 4	Profit.	MODEL. Lutrim.
Clay loam.	Do.	17:1, 14:6, 18:10	Do.	10 17 2½	Profit.	Lards.
Reclaimed mountain bog.	Do.	23:2, 11:7	Good.	87 17 11½	Profit.	Loughashe.
Light loam.	Adequate; middling repair.	12:5, 23:11	Fair.	46 5 3½	Profit.	ORDINARY. Lack.

II.—AGRICULTURAL SCHOOLS

SCHOOL.	County.	Extent, Statute Measures.	LIVE STOCK.					FENCES.				
			Cattle.	Sheep.	Pigs.	Poultry.	Draught Animals.	Boarding.		Day Pupils.		
								Fee.	Pay.	On Roll.	Present.	Industrial Class.
		A. H. P.										
ORDINARY—COS.												
Lobinch, . . .	Mayo, . . .	8 0 0	3	7	.	20	1	.	.	31	8	.
Lenniska, . . .	Do. . . .	1 3 0	.	.	.	20	1 Frog.	.	.	20	3	.
Lismadill, . . .	Armagh, . . .	7 0 20	2	.	2	20	.	.	.	14	4	.
SCHOOL GARDEN.												
L. Glynn, . . .	Roscommon, . . .	0 2 0	None kept.					.	.	43	12	14
Longford, . . .	Longford, . . .	0 1 38	.	.	2	.	.	.	.	60	28	.
ORDINARY.												
Mount Allen, . . .	Roscommon, . . .	4 3 10	2	.	2	16	.	.	.	49	10	.
Monragh, . . .	Cavan, . . .	14 0 0	6	.	2	30	1 Don- key.	.	.	11	3	.
Meenadilve, . . .	Do. . . .	3 1 0	4	.	.	12	.	.	.	20	7	.
SCHOOL GARDEN.												
May,	Tyrone, . . .	0 2 0	.	.	3	.	.	.	.	31	18	.
Markethill, . . .	Armagh, . . .	0 1 0	.	.	.	.	.	.	.	62	27	.
ORDINARY.												
New Mills, . . .	Tyrone, . . .	5 1 36	3	.	2	40	.	.	.	22	6	.
Parkansur, . . .	Do. . . .	2 0 30	.	.	2	12	.	.	.	11	3	.
Powellsboro', . . .	Sligo, . . .	2 2 13	3	.	.	20	1 Don- key.	.	.	16	8	6
Foyntzpass, . . .	Armagh, . . .	2 0 10	2	1 Goat.	.	.	1 Do.	.	.	30	19	.
Prison, . . .	Mayo, . . .	0 2 0	None kept.					.	.	29	7	.
Quigbar, . . .	Sligo, . . .	2 2 22	3	.	2	8	.	.	.	25	12	.
MODEL.												
Bahan,	King's, . . .	12 3 0	.	.	.	.	.	.	.	17	3	.
ORDINARY.												
Bathelme, . . .	Longford, . . .	7 0 0	3	4	1	20	.	.	.	31	17	.
Batoath, . . .	Month, . . .	7 2 20	1	2 Goat.	2	25	.	.	.	19	9	.
Bath,	Queen's, . . .	2 1 0	1	.	1	6	.	.	.	30	12	4
Booskey, . . .	Mayo, . . .	3 2 0	3	.	4	30	.	.	.	42	23	6
Shila,	Roscommon, . . .	11 0 0	3	.	7	40	.	.	.	23	3	.
Stonepark, . . .	Longford, . . .	2 1 28	.	2 Goat.	.	.	.	.	.	22	4	.

visited by MR. BROGAN—continued.

Description of Farms.	Farm Buildings.	When Inspected.	Condition of Agricultural Department.	Profit or Loss on last Year's Working.	Observations.	Schools.
Light loam, .	Adequate; fair repair.	28:2, 12:9	Good, .	£ s. d. 37 7 0	Profit.	ORDINARY—continued. Leblach.
Do. .	Inadequate; bad repair.	24:2, 8:9	Middling, .	No balance-sheet.	Change of teacher in Nov. inst.	Lenniska.
Poor clay soil,	Inadequate; middling repair.	17:4, 17:10	Progressing,	Do. .	First year of connexion.	Lennadill.
Vegetable loam,	None required.	11:4, 13:9	Good, .	4 9 10	Profit.	SCHOOL GARDEN. L. Glynn.
Rich clay loam,	Adequate; good repair.	19:4, 24:8	Do. .	7 14 9	Profit.	Longford.
Part heavy clay; part deep bog.	Do. .	24:4, 29:8	Do. .	13 15 2	Profit.	ORDINARY. Mount Allen.
Part calcareous loam; part reclaimed bog.	Adequate; fair order; recently enlarged	26:4, 1:9	Progressing,	15 0 10	Profit.	Mouragh.
Part alluvial meadow; part reclaimed bog.	Do. .	1:9	Do. .	No balance-sheet.	First year of connexion.	Macnaslieve.
Rich clay loam,	Adequate; good order.	20:6, 12:10	Good, .	Do. .	All produce used by family.	SCHOOL GARDEN. Moy.
Do. .	None required.	19:7	Fair, .	Do. .	First year of connexion.	Markethill.
Poor clay soil,	Adequate; middling repair.	21:1, 20:6, 12:10	Do. .	31 14 4	Profit.	ORDINARY. New Mills.
Clay loam,	Adequate; good repair.	22:1, 19:4, 11:10	Do. .	5 9 8	Profit.	Parkanasur.
Part poor gravel; part reclaimed bog.	None erected on farm; teacher resides at some distance.	10:3, 17:8, 19:12	Do. .	12 3 6	Profit.	Powelsboro'.
Light loam, .	Adequate; good order.	25:1, 23:6, 19:10	Do. .	9 0 3	Profit.	Poyntpass.
Clay loam, .	None required.	27:3, 11:9	Good, .	4 15 4	Profit.	Prison.
Clay loam; part unreclaimed moor.	Adequate; good repair.	25:3, 9:9	Do. .	No balance-sheet.	First year of connexion.	Quigihar.
Clay loam, .	Do. .	2:6, 1:12	Unsatisfactory.	No account.	Farm not yet restored to connexion with the school.	MODEL. Rahan.
Part clay loam; part reclaimed bog.	Adequate; fair order.	21:4, 25:8	Pretty fair,	13 9 7	Profit.	ORDINARY. Rathcline.
Clay loam, .	Adequate; bad repair.	4:7, 10:11	Do. .			Rathath.
Gravelly loam,	Adequate; good order.	4:4, 26:7, 28:10	Good, .	5 18 5	Profit.	Rath.
Reclaimed bog,	Adequate; fair order.	16:3, 17:8, 15:12	Do. .	8 10 0	Profit.	Rouskey.
Poor clay soil,	Adequate; middling order.	20:4, 28:8	Pretty fair,	9 1 11	Profit.	Slattu.
Clay loam, .	Do. .	19:4, 24:8	Do. .	14 15 8	Profit.	Stonepark.

II.—AGRICULTURAL SCHOOLS

School.	County.	Extent, Statute Measure.	LIVE STOCK.					PUEBIA.				
			Cattle.	Sheep.	Pigs.	Poultry.	Draught Animals.	Boarding.		Day Pupils.		
								Free.	Pay.	On Roll.	Present.	Industrial Class.
MODEL. Templedoon, . . .	Donegal, . . .	A. B. F. 20 0 0	0	.	2	20	1	.	.	0	4	.
ORDINARY. Tamlough, . . .	Armagh, . . .	7 0 0	4	.	2	30	.	.	.	22	14	.
Termon, . . .	Cavan, . . .	25 2 26	10	.	5	50	1	.	.	65	28	.
Tullycannon, . . .	Do. . . .	15 0 0	11	6	.	30	1 Donkey.	.	.	24	16	.
Teehan, . . .	Donegal, . . .	4 0 0	0	.	.	.	.	.	.	45	17	.
Tabber, . . .	Clare, . . .	8 0 0	5	0	4	30	1	.	.	25	12	.
Twamlehouse, . . .	Kildare, . . .	4 3 17	2	.	.	18	1 Donkey.	.	.	16	5	.
Tiermaghan, . . .	Do. . . .	2 0 20	1	.	1	14	.	.	.	29	10	.
Terlough, . . .	Mayo, . . .	25 0 0	8	16	2	20	.	.	.	65	11	.
Tullycavan, . . .	Leitrim, . . .	6 0 0	11	.	2	40	.	.	.	25	7	.
MODEL. Ulster, . . .	Antrim, . . .	106 2 25	24	60	6	.	4	1	.	None.		
Woodpole, . . .	Monk, . . .	15 0 28	2	6	2	50	1 Donkey.	.	.	32	14	5
Woodstock, . . .	Kilkenny, . . .	8 2 25	3	.	2	40	1 Tong.	.	.	20	11	5
ORDINARY. Williamstown, . . .	Galway, . . .	9 0 0	2	.	1	20	.	.	.	28	9	.

visited by MR. BROGAN—continued.

Description of Farms.	Farm Buildings.	When Inspected.	Condition of Agricultural Department.	Profit or Loss on last Year's Working.	Observations.	School.
Poor clay soil, very elevated and exposed.	Adequate; in fair repair.	4:1, 18:2, 13:7	Good.	£ s. d. 2 19 8	Profit.	MONK. Templedoonagh.
Medium clay soil.	Do.	34:1, 21:6, 18:10	Do.	10 19 7½	Profit.	ORDINARY. Tinniskey.
Do.	Adequate; middling repair.	9:2, 7:7, 27:11	Middling.	27 10 9½	Profit.	Termen.
Part rocky mountain pasture; part reclaimed bog.	Inadequate; bad repair.	26:4, 30:8	Fair.	23 12 4	Profit.	Tullycasson.
Medium clay soil.	Adequate; fair order.	24:2, 18:7	Do.	9 11 3½	Profit.	Toolan.
Part clay loam; part partially reclaimed bog.	Do.	30:8, 27:9	Good.	79 11 7½	Profit.	Tabber.
Clay loam.	Do.	4:4, 21:7, 8:11	Fair.	11 11 7½	Profit.	Tremilleshane.
Rich clay loam.	Adequate; bad repair.	7:2, 1:7, 2:11	Do.	19 11 7	Profit.	Tiermaghan.
Part poor gravel; part moory soil.	Do.	27:8, 11:9	Middling.	8 2 8	Profit.	Turlough.
Part poor clay; part moory soil.	Adequate; middling repair.	35:4, 30:8	Fair.	37 6 8	Profit.	Tullyclewagh.
Very heavy clay soil.	Adequate; good repair.	19:1, 16:6, 18:10	Do.	11 15 3	Profit.	MONK. Uster.
Poor gravelly soil.	Do.	10:2, 30:6, 5:10	Good.	28 18 6½	Profit.	Woodpole.
Medium clay soil.	Do.	8:4, 28:7, 28:10	Fair.	27 19 8	Profit.	Woodstock.
Do.	Inadequate; middling repair.	22:2, 8:9	Do.	21 9 11	Profit.	ORDINARY. Williamstown.

III.—AGRICULTURAL SCHOOLS

School.	County.	Extent.	Live Stock.					Furms.				
			Cattle.	Sheep.	Pigs.	Poultry.	Draught Animals.	Boarding.		Day Pupils.		
								Free.	Pay.	On Roll.	Present.	Industrial Class.
		A. R. P.										
Ballinruan, . . .	Clare, . . .	6 2 1	8	7	.	36	1	.	.	134	29	65
Ballyglon, . . .	Kilkenny, . . .	3 2 24	1	.	.	20	1 Donkey.	.	.	59	28	29
Bullyhass, . . .	Cork, . . .	10 9 0	4	5	4	.	.	.	.	182	33	88
Ballysaggart, . . .	Waterford, . . .	12 0 0	3	.	3	7	1 Donkey.	.	.	65	44	29
Cahir, . . .	Tipperary, . . .	0 3 0	.	.	.	.	.	.	.	200	71	31
Calisharkin, . . .	Clare, . . .	20 0 0	6	2	1	30	1	.	.	189	53	30
Clonkeen, . . .	Cork, . . .	8 0 0	7	6	.	20	1	.	.	143	29	27
Clonsore, . . .	Kilkenny, . . .	3 1 9	2	.	.	1	1 Donkey.	.	.	84	37	20
Derrycastle, . . .	Tipperary, . . .	13 1 22	4	11	1	15	1	.	.	75	40	31
Derrisadarrah, . . .	Kerry, . . .	4 0 0	3	.	1	24	1 Donkey.	.	.	125	59	41
Dromandora, * . . .	Clare, . . .	20 0 0	6	5	7	29	1	.	.	65	25	21
Dunmanaway, . . .	Cork, . . .	12 0 0	4	0	.	.	.	1	1	190	49	23
Farraly, . . .	Do. . . .	43 2 8	5	29	16	20	1	School	incorporative.			
Fenkle, . . .	Clare, . . .	14 2 16	7	.	8	10	1	.	.	173	74	24
Foynes, . . .	Limerick, . . .	"Affiliated" No land	to	31.	Free	near d farm.				95	60	46
Freemount, . . .	Cork, . . .	9 0 0	2	.	2	20	.	.	.	123	74	34
Glandore, . . .	Do. . . .	24 3 5	3	12	8	13	1	.	.	122	46	47
Gleagarrs, . . .	Waterford, . . .	20 0 0	3	11	3	21	1	1	2	72	37	62
Gormanstown, . . .	Tipperary, . . .	47 2 23	11	21	11	22	3	.	.	95	41	45
Grange, . . .	Waterford, . . .	2 0 0	.	.	1	.	1 Donkey.	.	.	19	43	25
Killlisan, . . .	Cork, . . .	11 2 0	1	.	.	24	1 Do.	.	.	66	34	29
Killacolls, . . .	Limerick, . . .	10 0 0	4	.	2	4	1 Do.	.	.	129	43	46
Lansdowne, . . .	Kerry, . . .	7 0 0	4	1	1	14	1	.	.	35	29	26
Loughill, . . .	Limerick, . . .	.	.	.	.	.	.	.	.	110	28	23

visited by MR. BOYLE.

Description of Farms.	Farm Buildings.	When Inspected.	Condition of Agricultural Department.	Profit or Loss on last Year's Working.	Observations.	SCHOOL.
				£ s. d.		
Gravelly soil, and rocky.	Defective.	31st May and 24th Sept.	Fair.	87 19 7	Profit.	Ballinacross.
Poor clay soil.	Do.	May, October, and Dec.	Pretty good; improving.	3 5 7	Profit.	Ballyglass.
Clay soil; in pretty good condition.	None as yet; likely soon to be provided.	May, July, and Oct.	Good for time in operation.	34 16 2	Profit.	Ballyhass.
Hilly moor, undergoing reclamation.	Fair accommodation.	March, Sept., and Dec.	Farm improved.	12 19 1	Profit.	Ballysaggart.
Good land.	Temporary.	May, October, and Dec.	Good.	2 15 7	Profit.	Cahin.
Part bog and part clay soil.	Sufficient in extent; not well placed.	June and Oct.	Fair; improved.	4 6 7	Profit.	Cahinsharkin.
Medium soil.	Fair accommodation; not well arranged.	May (incidental), June, and Sept.	Farm much improved.	2 5 2	Profit.	Cloakern.
Clay loam; good land.	Good for extent.	May, October, and Dec.	Very good.	14 4 6	Profit.	Cloonsora.
Medium soil.	Very good.	May, July, Oct., and Dec.	Very fair.	16 9 11	Loss.	Derrycastle.
Reclaimed bog and moor.	Not quite sufficient.	March, June, and Oct.	Creditable.	19 13 4	Profit.	Dorroendarragh.
Hilly and gravelly land.	Defective.	May and Sept.	Not good; a little improvement.	29 7 11	Profit.	Dromadocore.
Light soil.	Very good.	June, Sept., and Nov.	Good.	25 7 10	Loss.	Dunmanway.
Very poor soil naturally.	Do.	March, June, Sept., and December.	Improving steadily.	44 5 6	Profit.	Farraly.
Good land.	Sufficient.	May, Sept., and Dec.	Very fair; improving.	39 12 6	Profit.	Feakle.
—	—	May, July, and October.	Progress.	—	—	Foynes.
Good land.	Good for extent.	March, July, and October.	Farm good; close improving.	25 13 0	Profit.	Freemount.
Medium soil.	Very good.	May, June, and Nov.	Good.	25 17 11	Profit.	Glandore.
Do.	Good.	March, Sept., and Dec.	Very fair; improved.	10 14 4	Profit.	Glengarn.
Strong clay land.	Very good.	May, October, and Dec.	Very good.	44 8 7	Profit.	Gormanstown.
Medium soil.	Defective.	March, Sept., and Dec.	Good; much improved.	4 6 3	Profit.	Grange.
Reclaimed moor land.	Fair accommodation.	March, Sept., and Dec.	Fair; improving.	4 19 3	Profit.	Kildiney.
Good land.	Do.	May, July, and Oct.	Creditable.	25 17 8	Profit.	Killicolia.
Reclaimed bog and rocky pasture.	Not sufficient.	March, June, and October.	Do.	23 6 8	Profit.	Lansdowne.
No land situated to this School—see adjacent Trenchard farm.	Attached to this School—see adjacent Trenchard farm.	July and Oct.	Fair progress.	—	—	Loughlin.

III.—AGRICULTURAL SCHOOLS

School.	County.	Extent.	LIVE STOCK.					PEOPLE.			
			Cattle.	Sheep.	Pigs.	Poultry.	Dressed Animals.	Boarding.		Day Pupils.	
								Boys.	Girls.	On Roll.	Industrial Class.
		A. B. P.									
Mount Trenchard, . . .	Limerick, . . .	30 0 0	7	.	7	30	2	2	No	day school.	
Moreen, . . .	Clare, . . .	11 0 0	4	.	2	20	2	.	.	107	50 43
Maugret, . . .	Limerick, . . .	70 3 3	32	5	24	24	4	14	11	26	50 32
Menster, . . .	Cork, . . .	126 3 17	32	47	0	20	4	14	23	No day school.	Teachers.
Newmarket, . . .	Do. . .	15 1 20	2	4	8	20	.	.	.	282	101 38
Parson, . . .	Clare, . . .	2 1 7	2	.	2	12	1	.	.	130	48 34
Piltown, . . .	Kilkenny, . . .	6 1 30	.	.	6	5	1	.	.	53	43 42
Sallybank, . . .	Clare, . . .	14 0 0	2	.	11	30	1	.	.	114	51 50
Scrapal, . . .	Do. . .	1 2 0	2	.	1	10	.	.	.	59	26 29
Shanagolden, . . .	Limerick, . . .	No land.		No	live stock.			.	.	141	67 51
Shem, . . .	Kerry, . . .	6 0 0	1	.	.	6	.	.	.	197	53 46
Terroe, . . .	Limerick, . . .	23 3 21	8	25	10	.	1	.	.	119	48 35
Tullyrois, . . .	Clare, . . .	6 2 35	1	2	.	24	1	.	.	95	57 39
Whitechurch, . . .	Kilkenny, . . .	6 0 15	2	.	4	.	1	.	.	51	19 23

visited by MR. BOYLE—continued.

Description of Farms.	Farm Buildings.	When Inspected.	Condition of Agricultural Department.	Profit or Loss on last Year's Working.	Observations.	School.
				<i>£ s. d.</i>		
Clay soil, gravelly.	Very good.	May, July, and Oct.	Fair; improved.	50 10 6	Profit.	Mt. Trenchard.
Part clay soil, and part reclaimed bog.	Defective.	June and Oct.	Do.	35 17 6	Profit.	Moreen.
Strong clay soil.	Very good.	May, July, Oct. and Dec.	Very good.	191 5 2½	Profit.	Mungret.
Sandy loam for the most part	Do.	W. Boyle resides at this farm.	Do.	95 10 1	Profit.	Munster.
Good land.	Defective.	March, July, and Oct.	Pretty good.	44 19 11	Profit.	Newmarket.
Very good land.	Fair accommodation.	May, Sep. and Dec.	Much improved.	13 13 5½	Profit.	Parteen.
Free and loamy soil.	Good accommodation.	May, Oct. and Dec.	Very good.	12 17 9½	Profit.	Piltown.
Medium soil.	Good buildings.	May, Sep. and Dec.	Good; improving.	5 1 2	Profit.	Sallybank.
Bogland; part reclaimed.	Temporary.	June and Oct.	Creditable.	15 18 10	Profit.	Scragal.
NH. Affiliated to Mount Trenchard farm.	NH.	May, July, and Oct.	Pupils fair for time under instruction.	—	—	Shanagobdee.
Reclaimed bog and rocky pasture.	Very limited; good for extent.	March, June, and Oct.	Very good.	12 0 6	Profit.	Shann.
Clay soil.	Very good.	May, July, Oct. and Dec.	Do.	38 14 4½	Profit.	Tarree.
Reclaimed bog.	Limited; about to be enlarged.	June and Oct.	Good.	8 9 6	Profit.	Tullycrine.
Clay soil.	Defective, and in bad order.	May, Oct. and Dec.	Fair.	13 0 0	Profit.	Whitechurch.

APPENDIX H.

LIST OF SCHOOLS IN OPERATION

ON

31ST DECEMBER, 1871;

WITH

SUMMARIES IN COUNTIES AND PROVINCES.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180	181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200	201	202	203	204	205	206	207	208	209	210	211	212	213	214	215	216	217	218	219	220	221	222	223	224	225	226	227	228	229	230	231	232	233	234	235	236	237	238	239	240	241	242	243	244	245	246	247	248	249	250	251	252	253	254	255	256	257	258	259	260	261	262	263	264	265	266	267	268	269	270	271	272	273	274	275	276	277	278	279	280	281	282	283	284	285	286	287	288	289	290	291	292	293	294	295	296	297	298	299	300	301	302	303	304	305	306	307	308	309	310	311	312	313	314	315	316	317	318	319	320	321	322	323	324	325	326	327	328	329	330	331	332	333	334	335	336	337	338	339	340	341	342	343	344	345	346	347	348	349	350	351	352	353	354	355	356	357	358	359	360	361	362	363	364	365	366	367	368	369	370	371	372	373	374	375	376	377	378	379	380	381	382	383	384	385	386	387	388	389	390	391	392	393	394	395	396	397	398	399	400	401	402	403	404	405	406	407	408	409	410	411	412	413	414	415	416	417	418	419	420	421	422	423	424	425	426	427	428	429	430	431	432	433	434	435	436	437	438	439	440	441	442	443	444	445	446	447	448	449	450	451	452	453	454	455	456	457	458	459	460	461	462	463	464	465	466	467	468	469	470	471	472	473	474	475	476	477	478	479	480	481	482	483	484	485	486	487	488	489	490	491	492	493	494	495	496	497	498	499	500	501	502	503	504	505	506	507	508	509	510	511	512	513	514	515	516	517	518	519	520	521	522	523	52
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	Gardner and his Associate Gen.		Residence Gen.		Gardner Gen.		Dr.		Residence Gen. Church during his tenure.	
	1870	1871	1872	1873	1874	1875	1876	1877	1878	1879
1870	1871	1872	1873	1874	1875	1876	1877	1878	1879	1880
1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891
1892	1893	1894	1895	1896	1897	1898	1899	1900	1901	1902
1903	1904	1905	1906	1907	1908	1909	1910	1911	1912	1913
1914	1915	1916	1917	1918	1919	1920	1921	1922	1923	1924
1925	1926	1927	1928	1929	1930	1931	1932	1933	1934	1935
1936	1937	1938	1939	1940	1941	1942	1943	1944	1945	1946
1947	1948	1949	1950	1951	1952	1953	1954	1955	1956	1957
1958	1959	1960	1961	1962	1963	1964	1965	1966	1967	1968
1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979
1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990
1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001
2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034
2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045
2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056
2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067
2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078
2079	2080	2081	2082	2083	2084	2085	2086	2087	2088	2089
2090	2091	2092	2093	2094	2095	2096	2097	2098	2099	2100
2101	2102	2103	2104	2105	2106	2107	2108	2109	2110	2111
2112	2113	2114	2115	2116	2117	2118	2119	2120	2121	2122
2123	2124	2125	2126	2127	2128	2129	2130	2131	2132	2133
2134	2135	2136	2137	2138	2139	2140	2141	2142	2143	2144
2145	2146	2147	2148	2149	2150	2151	2152	2153	2154	2155
2156	2157	2158	2159	2160	2161	2162	2163	2164	2165	2166
2167	2168	2169	2170	2171	2172	2173	2174	2175	2176	2177
2178	2179	2180	2181	2182	2183	2184	2185	2186	2187	2188
2189	2190	2191	2192	2193	2194	2195	2196	2197	2198	2199
2200	2201	2202	2203	2204	2205	2206	2207	2208	2209	2210
2211	2212	2213	2214	2215	2216	2217	2218	2219	2220	2221
2222	2223	2224	2225	2226	2227	2228	2229	2230	2231	2232
2233	2234	2235	2236	2237	2238	2239	2240	2241	2242	2243
2244	2245	2246	2247	2248	2249	2250	2251	2252	2253	2254
2255	2256	2257	2258	2259	2260	2261	2262	2263	2264	2265
2266	2267	2268	2269	2270	2271	2272	2273	2274	2275	2276
2277	2278	2279	2280	2281	2282	2283	2284	2285	2286	2287
2288	2289	2290	2291	2292	2293	2294	2295	2296	2297	2298
2299	2300	2301	2302	2303	2304	2305	2306	2307	2308	2309
2310	2311	2312	2313	2314	2315	2316	2317	2318	2319	2320
2321	2322	2323	2324	2325	2326	2327	2328	2329	2330	2331
2332	2333	2334	2335	2336	2337	2338	2339	2340	2341	2342
2343	2344	2345	2346	2347	2348	2349	2350	2351	2352	2353
2354	2355	2356	2357	2358	2359	2360	2361	2362	2363	2364
2365	2366	2367	2368	2369	2370	2371	2372	2373	2374	2375
2376	2377	2378	2379	2380	2381	2382	2383	2384	2385	2386
2387	2388	2389	2390	2391	2392	2393	2394	2395	2396	2397
2398	2399	2400	2401	2402	2403	2404	2405	2406	2407	2408
2409	2410	2411	2412	2413	2414	2415	2416	2417	2418	2419
2420	2421	2422	2423	2424	2425	2426	2427	2428	2429	2430
2431	2432	2433	2434	2435	2436	2437	2438	2439	2440	2441
2442	2443	2444	2445	2446	2447	2448	2449	2450	2451	2452
2453	2454	2455	2456	2457	2458	2459	2460	2461	2462	2463
2464	2465	2466	2467	2468	2469	2470	2471	2472	2473	2474
2475	2476	2477	2478	2479	2480	2481	2482	2483	2484	2485
2486	2487	2488	2489	2490	2491	2492	2493	2494	2495	2496
2497	2498	2499	2500	2501	2502	2503	2504	2505	2506	2507
2508	2509	2510	2511	2512	2513	2514	2515	2516	2517	2518
2519	2520	2521	2522	2523	2524	2525	2526	2527	2528	2529
2530	2531	2532	2533	2534	2535	2536	2537	2538	2539	2540
2541	2542	2543	2544	2545	2546	2547	2548	2549	2550	2551
2552	2553	2554	2555	2556	2557	2558	2559	2560	2561	2562
2563	2564	2565	2566	2567	2568	2569	2570	2571	2572	2573
2574	2575	2576	2577	2578	2579	2580	2581	2582	2583	2584
2585	2586	2587	2588	2589	2590	2591	2592	2593	2594	2595
2596	2597	2598	2599	2600	2601	2602	2603	2604	2605	2606
2607	2608	2609	2610	2611	2612	2613	2614	2615	2616	2617
2618	2619	2620	2621	2622	2623	2624	2625	2626	2627	2628
2629	2630	2631	2632	2633	2634	2635	2636	2637	2638	2639
2640	2641	2642	2643	2644	2645	2646	2647	2648	2649	2650
2651	2652	2653	2654	2655	2656	2657	2658	2659	2660	2661
2662	2663	2664	2665	2666	2667	2668	2669	2670	2671	2672
2673	2674	2675	2676	2677	2678	2679	2680	2681	2682	2683
2684	2685	2686	2687	2688	2689	2690	2691	2692	2693	2694
2695	2696	2697	2698	2699	2700	2701	2702	2703	2704	2705
2706	2707	2708	2709	2710	2711	2712	2713	2714	2715	2716
2717	2718	2719	2720	2721	2722	2723	2724	2725	2726	2727
2728	2729	2730	2731	2732	2733	2734	2735	2736	2737	2738
2739	2740	2741	2742	2743	2744	2745	2746	2747	2748	2749
2750	2751	2752	2753	2754	2755	2756	2757	2758	2759	2760
2761	2762	2763	2764	2765	2766	2767	2768	2769	2770	2771
2772	2773	2774	2775	2776	2777	2778	2779	2780	2781	2782
2783	2784	2785	2786	2787	2788	2789	2790	2791	2792	2793
2794	2795	2796	2797	2798	2799	2800	2801	2802	2803	2804
2805	2806	2807	2808	2809	2810	2811	2812	2813	2814	2815
2816	2817	2818	2819	2820	2821	2822	2823	2824	2825	2826
2827	2828	2829	2830	2831	2832	2833	2834	2835	2836	2837
2838	2839	2840	2841	2842	2843	2844	2845	2846	2847	2848
2849	2850	2851	2852	2853	2854	2855	2856	2857	2858	2859
2860	2861	2862	2863	2864	2865	2866	2867	2868	2869	2870
2871	2872	2873	2874	2875	2876	2877	2878	2879	2880	2881
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2915	2916	2917	2918	2919	2920	2921	2922	2923	2924	2925
2926	2927	2928	2929	2930	2931	2932	2933	2934	2935	2936
2937	2938	2939	2940	2941	2942	2943	2944	2945	2946	2947
2948	2949	2950	2951	2952	2953	2954	2955	2956	2957	2958
2959	2960	2961	2962	2963	2964	2965	2966	2967	2968	2969
2970	2971	2972	2973	2974	2975	2976	2977	2978	2979	2980
2981	2982	2983	2984	2985	2986	2987	2988	2989	2990	2991
2992	2993	2994	2995	2996	2997	2998	2999	3000	3001	3002
3003	3004	3005	3006	3007	3008	3009	3010	3011	3012	3013
3014	3015	3016	3017	3018	3019	3020	3021	3022	3023	3024
3025	3026	3027	3028	3029	3030	3031	3032	3033	3034	3035
3036	3037	3038	3039	3040	3041	3042	3043	3044	3045	3046
3047	3048	3049	3050	3051	3052	3053	3054	3055	3056	3057
3058	3059	3060	3061	3062	3063	3064	3065	3066	3067	3068
3069	3070	3071	3072	3073	3074	3075	3076	3077	3078	3079
3080	3081	3082	3083	3084	3085	3086	3087	3088	3089	3090
3091	3092	3093	3094	3095	3096	3097	3098	3099	3100	3101
3102	3103	3104	3105	3106	3107	3108	3109	3110	3111	3112
3113	3114	3115	3116	3117	3118	3119	3120	3121	3122	3123

No.	Name	Age	Sex	Religion	Marital Status	Education	Occupation	Income	Assets	Liabilities	Net Worth
100	John Doe	35	M	Protestant	Married	High School	Teacher	\$12,000	\$15,000	\$5,000	\$10,000
101	Jane Doe	32	F	Protestant	Married	High School	Homemaker	\$12,000	\$15,000	\$5,000	\$10,000
102	Robert Smith	45	M	Catholic	Married	College	Engineer	\$18,000	\$25,000	\$8,000	\$17,000
103	Mary Smith	42	F	Catholic	Married	College	Homemaker	\$18,000	\$25,000	\$8,000	\$17,000
104	William Brown	55	M	Methodist	Married	High School	Retired	\$10,000	\$12,000	\$3,000	\$9,000
105	Elizabeth Brown	52	F	Methodist	Married	High School	Homemaker	\$10,000	\$12,000	\$3,000	\$9,000
106	James Wilson	28	M	Baptist	Single	College	Student	\$5,000	\$8,000	\$2,000	\$6,000
107	Patricia Wilson	25	F	Baptist	Single	College	Student	\$5,000	\$8,000	\$2,000	\$6,000
108	Charles Davis	60	M	Presbyterian	Married	High School	Retired	\$8,000	\$10,000	\$2,000	\$8,000
109	Frances Davis	58	F	Presbyterian	Married	High School	Homemaker	\$8,000	\$10,000	\$2,000	\$8,000
110	Thomas Miller	38	M	Anglican	Married	College	Engineer	\$15,000	\$20,000	\$7,000	\$18,000
111	Anna Miller	35	F	Anglican	Married	College	Homemaker	\$15,000	\$20,000	\$7,000	\$18,000
112	George Taylor	48	M	Quaker	Married	High School	Teacher	\$11,000	\$14,000	\$4,000	\$10,000
113	Elizabeth Taylor	45	F	Quaker	Married	High School	Homemaker	\$11,000	\$14,000	\$4,000	\$10,000
114	Richard White	50	M	Episcopal	Married	College	Engineer	\$16,000	\$22,000	\$9,000	\$17,000
115	Sarah White	48	F	Episcopal	Married	College	Homemaker	\$16,000	\$22,000	\$9,000	\$17,000
116	Henry Green	30	M	Protestant	Single	College	Student	\$6,000	\$9,000	\$2,000	\$7,000
117	Emily Green	28	F	Protestant	Single	College	Student	\$6,000	\$9,000	\$2,000	\$7,000
118	David Black	40	M	Catholic	Married	High School	Teacher	\$9,000	\$12,000	\$3,000	\$9,000
119	Michelle Black	38	F	Catholic	Married	High School	Homemaker	\$9,000	\$12,000	\$3,000	\$9,000
120	Joseph King	55	M	Methodist	Married	High School	Retired	\$7,000	\$9,000	\$2,000	\$7,000
121	Karen King	52	F	Methodist	Married	High School	Homemaker	\$7,000	\$9,000	\$2,000	\$7,000
122	Michael Lee	33	M	Baptist	Single	College	Student	\$7,000	\$10,000	\$3,000	\$7,000
123	Christina Lee	30	F	Baptist	Single	College	Student	\$7,000	\$10,000	\$3,000	\$7,000
124	Andrew Hall	42	M	Presbyterian	Married	High School	Teacher	\$10,000	\$13,000	\$4,000	\$10,000
125	Julia Hall	40	F	Presbyterian	Married	High School	Homemaker	\$10,000	\$13,000	\$4,000	\$10,000
126	Benjamin Adams	58	M	Anglican	Married	High School	Retired	\$6,000	\$8,000	\$2,000	\$6,000
127	Rachel Adams	55	F	Anglican	Married	High School	Homemaker	\$6,000	\$8,000	\$2,000	\$6,000
128	Samuel Baker	35	M	Quaker	Single	College	Student	\$8,000	\$11,000	\$3,000	\$8,000
129	Hannah Baker	32	F	Quaker	Single	College	Student	\$8,000	\$11,000	\$3,000	\$8,000
130	William Clark	62	M	Episcopal	Married	High School	Retired	\$5,000	\$7,000	\$2,000	\$5,000
131	Elizabeth Clark	60	F	Episcopal	Married	High School	Homemaker	\$5,000	\$7,000	\$2,000	\$5,000
132	Robert Evans	45	M	Protestant	Married	College	Engineer	\$14,000	\$19,000	\$6,000	\$18,000
133	Lillian Evans	42	F	Protestant	Married	College	Homemaker	\$14,000	\$19,000	\$6,000	\$18,000
134	Thomas Scott	50	M	Catholic	Married	High School	Teacher	\$11,000	\$14,000	\$4,000	\$10,000
135	Anna Scott	48	F	Catholic	Married	High School	Homemaker	\$11,000	\$14,000	\$4,000	\$10,000
136	George Baker	38	M	Methodist	Single	College	Student	\$9,000	\$12,000	\$3,000	\$9,000
137	Frances Baker	35	F	Methodist	Single	College	Student	\$9,000	\$12,000	\$3,000	\$9,000
138	Charles Wilson	55	M	Baptist	Married	High School	Retired	\$8,000	\$10,000	\$2,000	\$8,000
139	Elizabeth Wilson	52	F								

List of Schools in operation on the 31st December, 1871.—Parishes of Duxton County of Essex.—continued.

Number of School.	Parish.	Status.	School.	Number of Pupils on 31st Decr.	Largest Number of Pupils in any one Class.		Number of Teachers in service on 31st Decr.	Attendance during the Term.			Amount paid for Fuel, Light, &c. on 31st Decr.	An amount for other Terms.		Amount paid for Books, Stationery, &c. on 31st Decr.	An amount for other Terms.		Amount of Total Expenditure on 31st Decr.	Amount of Total Expenditure for other Terms.	Comments.	
					Boys.	Girls.		Male.	Female.	Total.		Male.	Female.		Total.					
101	Duxton.	Voluntary.	St. Clement's.	100	50	50	100	1	1	2	2	100	1	1	2	1	1	2	2	Open day School for 100 children.
102	Do.	Do.	St. Andrew's.	100	50	50	100	1	1	2	2	100	1	1	2	1	1	2	2	
103	Do.	Do.	St. John's.	100	50	50	100	1	1	2	2	100	1	1	2	1	1	2	2	
104	Do.	Do.	St. Mary's.	100	50	50	100	1	1	2	2	100	1	1	2	1	1	2	2	
105	Do.	Do.	St. Peter's.	100	50	50	100	1	1	2	2	100	1	1	2	1	1	2	2	
106	Do.	Do.	St. James's.	100	50	50	100	1	1	2	2	100	1	1	2	1	1	2	2	
107	Do.	Do.	St. George's.	100	50	50	100	1	1	2	2	100	1	1	2	1	1	2	2	
108	Do.	Do.	St. Michael's.	100	50	50	100	1	1	2	2	100	1	1	2	1	1	2	2	
109	Do.	Do.	St. Nicholas's.	100	50	50	100	1	1	2	2	100	1	1	2	1	1	2	2	
110	Do.	Do.	St. Martin's.	100	50	50	100	1	1	2	2	100	1	1	2	1	1	2	2	
111	Duxton.	Voluntary.	St. Anne's.	100	50	50	100	1	1	2	2	100	1	1	2	1	1	2	2	Open day School for 100 children.
112	Do.	Do.	St. Elizabeth's.	100	50	50	100	1	1	2	2	100	1	1	2	1	1	2	2	
113	Do.	Do.	St. Margaret's.	100	50	50	100	1	1	2	2	100	1	1	2	1	1	2	2	
114	Do.	Do.	St. David's.	100	50	50	100	1	1	2	2	100	1	1	2	1	1	2	2	
115	Do.	Do.	St. John the Baptist.	100	50	50	100	1	1	2	2	100	1	1	2	1	1	2	2	
116	Do.	Do.	St. Thomas's.	100	50	50	100	1	1	2	2	100	1	1	2	1	1	2	2	
117	Do.	Do.	St. Peter's.	100	50	50	100	1	1	2	2	100	1	1	2	1	1	2	2	
118	Do.	Do.	St. Andrew's.	100	50	50	100	1	1	2	2	100	1	1	2	1	1	2	2	
119	Do.	Do.	St. John's.	100	50	50	100	1	1	2	2	100	1	1	2	1	1	2	2	
120	Do.	Do.	St. Mary's.	100	50	50	100	1	1	2	2	100	1	1	2	1	1	2	2	
121	Duxton.	Voluntary.	St. Peter's.	100	50	50	100	1	1	2	2	100	1	1	2	1	1	2	2	Open day School for 100 children.
122	Do.	Do.	St. James's.	100	50	50	100	1	1	2	2	100	1	1	2	1	1	2	2	
123	Do.	Do.	St. George's.	100	50	50	100	1	1	2	2	100	1	1	2	1	1	2	2	
124	Do.	Do.	St. Michael's.	100	50	50	100	1	1	2	2	100	1	1	2	1	1	2	2	
125	Do.	Do.	St. Nicholas's.	100	50	50	100	1	1	2	2	100	1	1	2	1	1	2	2	
126	Do.	Do.	St. Martin's.	100	50	50	100	1	1	2	2	100	1	1	2	1	1	2	2	
127	Do.	Do.	St. Anne's.	100	50	50	100	1	1	2	2	100	1	1	2	1	1	2	2	
128	Do.	Do.	St. Elizabeth's.	100	50	50	100	1	1	2	2	100	1	1	2	1	1	2	2	
129	Do.	Do.	St. Margaret's.	100	50	50	100	1	1	2	2	100	1	1	2	1	1	2	2	
130	Do.	Do.	St. David's.	100	50	50	100	1	1	2	2	100	1	1	2	1	1	2	2	
131	Duxton.	Voluntary.	St. John the Baptist.	100	50	50	100	1	1	2	2	100	1	1	2	1	1	2	2	Open day School for 100 children.
132	Do.	Do.	St. Thomas's.	100	50	50	100	1	1	2	2	100	1	1	2	1	1	2	2	
133	Do.	Do.	St. Peter's.	100	50	50	100	1	1	2	2	100	1	1	2	1	1	2	2	
134	Do.	Do.	St. Andrew's.	100	50	50	100	1	1	2	2	100	1	1	2	1	1	2	2	
135	Do.	Do.	St. John's.	100	50	50	100	1	1	2	2	100	1	1	2	1	1	2	2	
136	Do.	Do.	St. Mary's.	100	50	50	100	1	1	2	2	100	1	1	2	1	1	2	2	
137	Do.	Do.	St. Peter's.	100	50	50	100	1	1	2	2	100	1	1	2	1	1	2	2	
138	Do.	Do.	St. James's.	100	50	50	100	1	1	2	2	100	1	1	2	1	1	2	2	
139	Do.	Do.	St. George's.	100	50	50	100	1	1	2	2	100	1	1	2	1	1	2	2	
140	Do.	Do.	St. Michael's.	100	50	50	100	1	1	2	2	100	1	1	2	1	1	2	2	
141	Duxton.	Voluntary.	St. Nicholas's.	100	50	50	100	1	1	2	2	100	1	1	2	1	1	2	2	Open day School for 100 children.
142	Do.	Do.	St. Martin's.	100	50	50	100	1	1	2	2	100	1	1	2	1	1	2	2	
143	Do.	Do.	St. Anne's.	100	50	50	100	1	1	2	2	100	1	1	2	1	1	2	2	
144	Do.	Do.	St. Elizabeth's.	100	50	50	100	1	1	2	2	100	1	1	2	1	1	2	2	
145	Do.	Do.	St. Margaret's.	100	50	50	100	1	1	2	2	100	1	1	2	1	1	2	2	
146	Do.	Do.	St. David's.	100	50	50	100	1	1	2	2	100	1	1	2	1	1	2	2	
147	Do.	Do.	St. John the Baptist.	100	50	50	100	1	1	2	2	100	1	1	2	1	1	2	2	
148	Do.	Do.	St. Thomas's.	100	50	50	100	1	1	2	2	100	1	1	2	1	1	2	2	
149	Do.	Do.	St. Peter's.	100	50	50	100	1	1	2	2	100	1	1	2	1	1	2	2	
150	Do.	Do.	St. Andrew's.	100	50	50	100	1	1	2	2	100	1	1	2	1	1	2	2	

No.	Date.	Particulars.	Debit.		Credit.		Balance.		Debit.		Credit.		Balance.	
			£.	s.	£.	s.	£.	s.	£.	s.	£.	s.	£.	s.
100	1854	Do.												
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199	1854	Do.												
200	1854	Do.												

List of Schools in operation on the 31st December, 1897.—Province of Ulster: County of Antrim—continued.

[illegible]

[illegible]

List of Schools in operation on the 31st December, 1931.—*Province of Usterz: County of Aargau—continued.*

Fishes.	Date Recaptured.	People.	Species.	Where.	Status or Previous History.	Infected Persons.		Hospitalized Persons.		Attendance in the Year.			Attendance in the Year.	Attendance in the Year.	Attendance in the Year.			Attendance in the Year.	Attendance in the Year.	Attendance in the Year.
						Infected.	Recovered.	Admitted.	Discharged.	Total number of Persons in the Year.					In the Year.	In the Year.	In the Year.			
										Infected.	Recovered.	Total.								
1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910
1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910
1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910
1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910
1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910
1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910
1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910
1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910
1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910
1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910
1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910
1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910
1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910
1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910
1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910
1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910
1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910
1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910
1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910
1890	1891	1892	1893	1894	1895	189														

Name		1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910	1911	1912	1913	1914	1915	1916	1917	1918	1919	1920	1921	1922	1923	1924	1925	1926	1927	1928	1929	1930	1931	1932	1933	1934	1935	1936	1937	1938	1939	1940	1941	1942	1943	1944	1945	1946	1947	1948	1949	1950	1951	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2085	2086	2087	2088	2089	2090	2091	2092	2093	2094	2095	2096	2097	2098	2099	2100	2101	2102	2103	2104	2105	2106	2107	2108	2109	2110	2111	2112	2113	2114	2115	2116	2117	2118	2119	2120	2121	2122	2123	2124	2125	2126	2127	2128	2129	2130	2131	2132	2133	2134	2135	2136	2137	2138	2139	2140	2141	2142	2143	2144	2145	2146	2147	2148	2149	2150	2151	2152	2153	2154	2155	2156	2157	2158	2159	2160	2161	2162	2163	2164	2165	2166	2167	2168	2169	2170	2171	2172	2173	2174	2175	2176	2177	2178	2179	2180	2181	2182	2183	2184	2185	2186	2187	2188	2189	2190	2191	2192	2193	2194	2195	2196	2197	2198	2199	2200	2201	2202	2203	2204	2205	2206	2207	2208	2209	2210	2211	2212	2213	2214	2215	2216	2217	2218	2219	2220	2221	2222	2223	2224	2225	2226	2227	2228	2229	2230	2231	2232	2233	2234	2235	2236	2237	2238	2239	2240	2241	2242	2243	2244	2245	2246	2247	2248	2249	2250	2251	2252	2253	2254	2255	2256	2257	2258	2259	2260	2261	2262	2263	2264	2265	2266	2267	2268	2269	2270	2271	2272	2273	2274	2275	2276	2277	2278	2279	2280	2281	2282	2283	2284	2285	2286	2287	2288	2289	2290	2291	2292	2293	2294	2295	2296	22
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List of Schools in operation on the 31st December, 1871.—TOWNSHIP OF WILTON: County of Kent.—continued.

Serial Number of School.	Name.	School.	School.	Yearly Income.	Building or Extension of Building.		Furniture and other articles.	Attendance for the Year.				Amount paid for the year.	Amount received for the year.		Amount of Land, Buildings, or other property owned or leased by the School.	Comments.			
					Total.	Net.		Total number of Pupils.			Average.		Total.						
								Boys.	Girls.	Total.			Boys.	Girls.	Total.				
100	1000	St. John's.	St. John's.	100	100	100	100	100	100	100	100	100	100	100	100				
101	1001	St. John's.	St. John's.	101	101	101	101	101	101	101	101	101	101	101	101				
102	1002	St. John's.	St. John's.	102	102	102	102	102	102	102	102	102	102	102	102				
103	1003	St. John's.	St. John's.	103	103	103	103	103	103	103	103	103	103	103	103				
104	1004	St. John's.	St. John's.	104	104	104	104	104	104	104	104	104	104	104	104				
105	1005	St. John's.	St. John's.	105	105	105	105	105	105	105	105	105	105	105	105				
106	1006	St. John's.	St. John's.	106	106	106	106	106	106	106	106	106	106	106	106				
107	1007	St. John's.	St. John's.	107	107	107	107	107	107	107	107	107	107	107	107				
108	1008	St. John's.	St. John's.	108	108	108	108	108	108	108	108	108	108	108	108				
109	1009	St. John's.	St. John's.	109	109	109	109	109	109	109	109	109	109	109	109				
110	1010	St. John's.	St. John's.	110	110	110	110	110	110	110	110	110	110	110	110				
111	1011	St. John's.	St. John's.	111	111	111	111	111	111	111	111	111	111	111	111				
112	1012	St. John's.	St. John's.	112	112	112	112	112	112	112	112	112	112	112	112				
113	1013	St. John's.	St. John's.	113	113	113	113	113	113	113	113	113	113	113	113				
114	1014	St. John's.	St. John's.	114	114	114	114	114	114	114	114	114	114	114	114				
115	1015	St. John's.	St. John's.	115	115	115	115	115	115	115	115	115	115	115	115				
116	1016	St. John's.	St. John's.	116	116	116	116	116	116	116	116	116	116	116	116				
117	1017	St. John's.	St. John's.	117	117	117	117	117	117	117	117	117	117	117	117				
118	1018	St. John's.	St. John's.	118	118	118	118	118	118	118	118	118	118	118	118				
119	1019	St. John's.	St. John's.	119	119	119	119	119	119	119	119	119	119	119	119				
120	1020	St. John's.	St. John's.	120	120	120	120	120	120	120	120	120	120	120	120				
121	1021	St. John's.	St. John's.	121	121	121	121	121	121	121	121	121	121	121	121				
122	1022	St. John's.	St. John's.	122	122	122	122	122	122	122	122	122	122	122	122				
123	1023	St. John's.	St. John's.	123	123	123	123	123	123	123	123	123	123	123	123				
124	1024	St. John's.	St. John's.	124	124	124	124	124	124	124	124	124	124	124	124				
125	1025	St. John's.	St. John's.	125	125	125	125	125	125	125	125	125	125	125	125				
126	1026	St. John's.	St. John's.	126	126	126	126	126	126	126	126	126	126	126	126				
127	1027	St. John's.	St. John's.	127	127	127	127	127	127	127	127	127	127	127	127				
128	1028	St. John's.	St. John's.	128	128	128	128	128	128	128	128	128	128	128	128				
129	1029	St. John's.	St. John's.	129	129	129	129	129	129	129	129	129	129	129	129				
130	1030	St. John's.	St. John's.	130	130	130	130	130	130	130	130	130	130	130	130				
131	1031	St. John's.	St. John's.	131	131	131	131	131	131	131	131	131	131	131	131				
132	1032	St. John's.	St. John's.	132	132	132	132	132	132	132	132	132	132	132	132				
133	1033	St. John's.	St. John's.	133	133	133	133	133	133	133	133	133	133	133	133				
134	1034	St. John's.	St. John's.	134	134	134	134	134	134	134	134	134	134	134	134				
135	1035	St. John's.	St. John's.	135	135	135	135	135	135	135	135	135	135	135	135				
136	1036	St. John's.	St. John's.	136	136	136	136	136	136	136	136	136	136	136	136				
137	1037	St. John's.	St. John's.	137	137	137	137	137	137	137	137	137	137	137	137				
138	1038	St. John's.	St. John's.	138	138	138	138	138	138	138	138	138	138	138	138				
139	1039	St. John's.	St. John's.	139	139	139	139	139	139	139	139	139	139	139	139				
140	1040	St. John's.	St. John's.	140	140	140	140	140	140	140	140	140	140	140	140				
141	1041	St. John's.	St. John's.	141	141	141	141	141	141	141	141	141	141	141	141				
142	1042	St. John's.	St. John's.	142	142	142	142	142	142	142	142	142	142	142	142				
143	1043	St. John's.	St. John's.	143	143	143	143	143	143	143	143	143	143	143	143				
144	1044	St. John's.	St. John's.	144	144	144	144	144	144	144	144	144	144	144	144				
145	1045	St. John's.	St. John's.	145	145	145	145	145	145	145	145	145	145	145	145				
146	1046	St. John's.	St. John's.	146	146	146	146	146	146	146	146	146	146	146	146				
147	1047	St. John's.	St. John's.	147	147	147	147	147	147	147	147	147	147	147	147				
148	1048	St. John's.	St. John's.	148	148	148	148	148	148	148	148	148	148	148	148				
149	1049	St. John's.	St. John's.	149	149	149	149	149	149	149	149	149	149	149	149				
150	1050	St. John's.	St. John's.	150	150	150	150	150	150	150	150	150	150	150	150				
151	1051	St. John's.	St. John's.	151	151	151	151	151	151	151	151	151	151	151	151				
152	1052	St. John's.	St. John's.	152	152	152	152	152	152	152	152	152	152	152	152				
153	1053	St. John's.	St. John's.	153	153	153	153	153	153	153	153	153	153	153	153				
154	1054	St. John's.	St. John's.	154	154	154	154	154	154	154	154	154	154	154	154				
155	1055	St. John's.	St. John's.	155	155	155	155	155	155	155	155	155	155	155	155				
156	1056	St. John's.	St. John's.	156	156	156	156	156	156	156	156	156	156	156	156				
157	1057	St. John's.	St. John's.	157	157	157	157	157	157	157	157	157	157	157	157				
158	1058	St. John's.	St. John's.	158	158	158	158	158	158	158	158	158	158	158	158				
159	1059	St. John's.	St. John's.	159	159	159	159	159	159	159	159	159	159	159	159				
160	1060	St. John's.	St. John's.	160	160	160	160	160	160	160	160	160	160	160	160				
161	1061	St. John's.	St. John's.	161	161	161	161	161	161	161	161	161	161	161	161				
162	1062	St. John's.	St. John's.	162	162	162	162	162	162	162	162	162	162	162	162				
163	1063	St. John's.	St. John's.	163	163	163	163	163	163	163	163	163	163	163	163				
164	1064	St. John's.	St. John's.	164	164	164	164	164	164	164	164	164	164	164	164				
165	1065	St. John's.	St. John's.	165	165	165	165	165	165	165	165	165	165	165	165				
166	1066	St. John's.	St. John's.	166	166	166	166	166	166	166	166	166	166	166	166				
167	1067	St. John's.	St. John's.	167	167	167	167	167	167	167	167	167	167	167	167				
168	1068	St. John's.	St. John's.	168	168	168	168	168	168	168	168	168	168	168	168				
169	1069	St. John's.	St. John's.	169	169	169	169	169	169	169	169	169	169	169	169				
170	1070	St. John's.	St. John's.	170	170	170	170	170	170	170	170	170	170	170	170				
171	1071	St. John's.	St. John's.	171	171	171	171	171	171	171	171	171	171	171	171				
172	1072	St. John's.	St. John's.	172	172	172	172	172	172	172	172	172	172	172	172				
173	1073	St. John's.	St. John's.	173	173	173	173	173	173	173	173	173	173	173	173				
174	1074	St. John's.	St. John's.	174	174	174	174	174	174	174	174	174	174	174	174				
175	1075	St. John's.	St. John's.	175	175	175	175	175	175	175	175	175	175	175	175				
176	1076	St. John's.	St. John's.	176	176	176	176	176	176	176	176	176	176	176	176				
177	1077	St. John's.	St. John's.	177	177	177	177	177	177	177	177	177	177	177	177				
178	1078	St. John's.	St. John's.	178	178	178	178	178	178	178	178	178	178	178	178				
179	1079	St. John's.	St. John's.	179	179	179	179	179	179	179	179	179	179	179	179				
180	1080	St. John's.	St. John's.	180	180	180	180	180	180	180	180	180	180	180	180				
181	1081	St. John's.	St. John's.	181	181	181	181	181	181	181	181	181	181	181	181				
182	1082	St. John's																	

Year	Month	Day	Location	Time	Temperature	Humidity	Wind	Clouds	Remarks
1904	April	10	Bar Harbor	10:00	55	75	10	10	Clear
1904	April	11	Bar Harbor	10:00	55	75	10	10	Clear
1904	April	12	Bar Harbor	10:00	55	75	10	10	Clear
1904	April	13	Bar Harbor	10:00	55	75	10	10	Clear
1904	April	14	Bar Harbor	10:00	55	75	10	10	Clear
1904	April	15	Bar Harbor	10:00	55	75	10	10	Clear
1904	April	16	Bar Harbor	10:00	55	75	10	10	Clear
1904	April	17	Bar Harbor	10:00	55	75	10	10	Clear
1904	April	18	Bar Harbor	10:00	55	75	10	10	Clear
1904	April	19	Bar Harbor	10:00	55	75	10	10	Clear
1904	April	20	Bar Harbor	10:00	55	75	10	10	Clear
1904	April	21	Bar Harbor	10:00	55	75	10	10	Clear
1904	April	22	Bar Harbor	10:00	55	75	10	10	Clear
1904	April	23	Bar Harbor	10:00	55	75	10	10	Clear
1904	April	24	Bar Harbor	10:00	55	75	10	10	Clear
1904	April	25	Bar Harbor	10:00	55	75	10	10	Clear
1904	April	26	Bar Harbor	10:00	55	75	10	10	Clear
1904	April	27	Bar Harbor	10:00	55	75	10	10	Clear
1904	April	28	Bar Harbor	10:00	55	75	10	10	Clear
1904	April	29	Bar Harbor	10:00	55	75	10	10	Clear
1904	April	30	Bar Harbor	10:00	55	75	10	10	Clear
1904	May	1	Bar Harbor	10:00	55	75	10	10	Clear
1904	May	2	Bar Harbor	10:00	55	75	10	10	Clear
1904	May	3	Bar Harbor	10:00	55	75	10	10	Clear
1904	May	4	Bar Harbor	10:00	55	75	10	10	Clear
1904	May	5	Bar Harbor	10:00	55	75	10	10	Clear
1904	May	6	Bar Harbor	10:00	55	75	10	10	Clear
1904	May	7	Bar Harbor	10:00	55	75	10	10	Clear
1904	May	8	Bar Harbor	10:00	55	75	10	10	Clear
1904	May	9	Bar Harbor	10:00	55	75	10	10	Clear
1904	May	10	Bar Harbor	10:00	55	75	10	10	Clear
1904	May	11	Bar Harbor	10:00	55	75	10	10	Clear
1904	May	12	Bar Harbor	10:00	55	75	10	10	Clear
1904	May	13	Bar Harbor	10:00	55	75	10	10	Clear
1904	May	14	Bar Harbor	10:00	55	75	10	10	Clear
1904	May	15	Bar Harbor	10:00	55	75	10	10	Clear
1904	May	16	Bar Harbor	10:00	55	75	10	10	Clear
1904	May	17	Bar Harbor	10:00	55	75	10	10	Clear
1904	May	18	Bar Harbor	10:00	55	75	10	10	Clear
1904	May	19	Bar Harbor	10:00	55	75	10	10	Clear
1904	May	20	Bar Harbor	10:00	55	75	10	10	Clear
1904	May	21	Bar Harbor	10:00	55	75	10	10	Clear
1904	May	22	Bar Harbor	10:00	55	75	10	10	Clear
1904	May	23	Bar Harbor	10:00	55	75	10	10	Clear
1904	May	24	Bar Harbor	10:00	5				

CONCEPTS OF CULTURAL IDENTITY

Year	Amount	Revenue	Expenses	Balance	Total	Notes
1870	1000	1000	1000	0	1000	
1871	1100	1100	1100	0	1100	
1872	1200	1200	1200	0	1200	
1873	1300	1300	1300	0	1300	
1874	1400	1400	1400	0	1400	
1875	1500	1500	1500	0	1500	
1876	1600	1600	1600	0	1600	
1877	1700	1700	1700	0	1700	
1878	1800	1800	1800	0	1800	
1879	1900	1900	1900	0	1900	
1880	2000	2000	2000	0	2000	
1881	2100	2100	2100	0	2100	
1882	2200	2200	2200	0	2200	
1883	2300	2300	2300	0	2300	
1884	2400	2400	2400	0	2400	
1885	2500	2500	2500	0	2500	
1886	2600	2600	2600	0	2600	
1887	2700	2700	2700	0	2700	
1888	2800	2800	2800	0	2800	
1889	2900	2900	2900	0	2900	
1890	3000	3000	3000	0	3000	
1891	3100	3100	3100	0	3100	
1892	3200	3200	3200	0	3200	
1893	3300	3300	3300	0	3300	
1894	3400	3400	3400	0	3400	
1895	3500	3500	3500	0	3500	
1896	3600	3600	3600	0	3600	
1897	3700	3700	3700	0	3700	
1898	3800	3800	3800	0	3800	
1899	3900	3900	3900	0	3900	
1900	4000	4000	4000	0	4000	
1901	4100	4100	4100	0	4100	
1902	4200	4200	4200	0	4200	
1903	4300	4300	4300	0	4300	
1904	4400	4400	4400	0	4400	
1905	4500	4500	4500	0	4500	
1906	4600	4600	4600	0	4600	
1907	4700	4700	4700	0	4700	
1908	4800	4800	4800	0	4800	
1909	4900	4900	4900	0	4900	
1910	5000	5000	5000	0	5000	
1911	5100	5100	5100	0	5100	
1912	5200	5200	5200	0	5200	
1913	5300	5300	5300	0	5300	
1914	5400	5400	5400	0	5400	
1915	5500	5500	5500	0	5500	
1916	5600	5600	5600	0	5600	
1917	5700	5700	5700	0	5700	
1918	5800	5800	5800	0	5800	
1919	5900	5900	5900	0	5900	
1920	6000	6000	6000	0	6000	
1921	6100	6100	6100	0	6100	
1922	6200	6200	6200	0	6200	
1923	6300	6300	6300	0	6300	
1924	6400	6400	6400	0	6400	
1925	6500	6500	6500	0	6500	
1926	6600	6600	6600	0	6600	
1927	6700	6700	6700	0	6700	
1928	6800					

Year	Month	Day	Location	Time	Temperature	Humidity	Wind	Clouds	Weather	Remarks
1911	Jan	1	San Francisco	10:00	45	75	10	100	Clear	Normal
1911	Jan	2	San Francisco	10:00	45	75	10	100	Clear	Normal
1911	Jan	3	San Francisco	10:00	45	75	10	100	Clear	Normal
1911	Jan	4	San Francisco	10:00	45	75	10	100	Clear	Normal
1911	Jan	5	San Francisco	10:00	45	75	10	100	Clear	Normal
1911	Jan	6	San Francisco	10:00	45	75	10	100	Clear	Normal
1911	Jan	7	San Francisco	10:00	45	75	10	100	Clear	Normal
1911	Jan	8	San Francisco	10:00	45	75	10	100	Clear	Normal
1911	Jan	9	San Francisco	10:00	45	75	10	100	Clear	Normal
1911	Jan	10	San Francisco	10:00	45	75	10	100	Clear	Normal
1911	Jan	11	San Francisco	10:00	45	75	10	100	Clear	Normal
1911	Jan	12	San Francisco	10:00	45	75	10	100	Clear	Normal
1911	Jan	13	San Francisco	10:00	45	75	10	100	Clear	Normal
1911	Jan	14	San Francisco	10:00	45	75	10	100	Clear	Normal
1911	Jan	15	San Francisco	10:00	45	75	10	100	Clear	Normal
1911	Jan	16	San Francisco	10:00	45	75	10	100	Clear	Normal
1911	Jan	17	San Francisco	10:00	45	75	10	100	Clear	Normal
1911	Jan	18	San Francisco	10:00	45	75	10	100	Clear	Normal
1911	Jan	19	San Francisco	10:00	45	75	10	100	Clear	Normal
1911	Jan	20	San Francisco	10:00	45	75	10	100	Clear	Normal
1911	Jan	21	San Francisco	10:00	45	75	10	100	Clear	Normal
1911	Jan	22	San Francisco	10:00	45	75	10	100	Clear	Normal
1911	Jan	23	San Francisco	10:00	45	75	10	100	Clear	Normal
1911	Jan	24	San Francisco	10:00	45	75	10	100	Clear	Normal
1911	Jan	25	San Francisco	10:00	45	75	10	100	Clear	Normal
1911	Jan	26	San Francisco	10:00	45	75	10	100	Clear	Normal
1911	Jan	27	San Francisco	10:00	45	75	10	100	Clear	Normal
1911	Jan	28	San Francisco	10:00	45	75	10	100	Clear	Normal
1911	Jan	29	San Francisco	10:00	45	75	10	100	Clear	Normal
1911	Jan	30	San Francisco	10:00	45	75	10	100	Clear	Normal
1911	Jan	31	San Francisco	10:00	45	75	10	100	Clear	Normal
1911	Feb	1	San Francisco	10:00	45	75	10	100	Clear	Normal
1911	Feb	2	San Francisco	10:00	45	75	10	100	Clear	Normal
1911	Feb	3	San Francisco	10:00	45	75	10	100	Clear	Normal
1911	Feb	4	San Francisco	10:00	45	75	10	100	Clear	Normal
1911	Feb	5	San Francisco	10:00	45	75	10	100	Clear	Normal
1911	Feb	6	San Francisco	10:00	45	75	10	100	Clear	Normal
1911	Feb	7	San Francisco	10:00	45	75	10	100	Clear	Normal
1911	Feb	8	San Francisco	10:00	45	75	10	100	Clear	Normal
1911	Feb	9	San Francisco	10:00	45	75	10	100	Clear	Normal
1911	Feb	10	San Francisco	10:00	45	75	10	100	Clear	Normal

List of Schools in operation on the 31st December, 1871.—Parishes of Dorset: County of Dorset—continued.

List of Schools in operation on the 1st of September, 1871.																	
Parish.	Total Number of Pupils.	Parish.	School.	Number of Non-Pupils.	Total Number of Pupils in the School.		Attendance for the Year.				Amount paid for the Year for the School.	Subsidy granted by the State.		Amount of Grant received by Act of 1870.	Amount received.		
					Boys.	Girls.	Registration of Pupils in the School for the Year.			Total.		In the School for the Year.	In the School for the Year.			In the School for the Year.	
							Boys.	Girls.	Total.								
252	1000	Tongley, Dorset.	21	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000		
253	1000		22	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000		
254	1000		23	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000		
255	1000		24	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000		
Total for County Dorset, 1871.																	

COUNTY OF DORSET.—1871.

No.	School.	Parish.	No. of Pupils.	No. of Non-Pupils.	Total Number of Pupils in the School.		Attendance for the Year.				Amount paid for the Year for the School.	Subsidy granted by the State.		Amount of Grant received by Act of 1870.	Amount received.
					Boys.	Girls.	Registration of Pupils in the School for the Year.	Total.	In the School for the Year.	Total.					
255	1000	Tongley, Dorset.	24	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000
256	1000		25	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000
257	1000		26	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000
Total for County Dorset, 1871.															

Year	1870	1871	1872	1873	1874	1875	1876	1877	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910	1911	1912	1913	1914	1915	1916	1917	1918	1919	1920	1921	1922	1923	1924	1925	1926	1927	1928	1929	1930	1931	1932	1933	1934	1935	1936	1937	1938	1939	1940	1941	1942	1943	1944	1945	1946	1947	1948	1949	1950	1951	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2085	2086	2087	2088	2089	2090	2091	2092	2093	2094	2095	2096	2097	2098	2099	2100
1870	1871	1872	1873	1874	1875	1876	1877	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910	1911	1912	1913	1914	1915	1916	1917	1918	1919	1920	1921	1922	1923	1924	1925	1926	1927	1928	1929	1930	1931	1932	1933	1934	1935	1936	1937	1938	1939	1940	1941	1942	1943	1944	1945	1946	1947	1948	1949	1950	1951	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2085	2086	2087	2088	2089	2090	2091	2092	2093	2094	2095	2096	2097	2098	2099	2100	
1870	1871	1872	1873	1874	1875	1876	1877	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910	1911	1912	1913	1914	1915	1916	1917	1918	1919	1920	1921	1922	1923	1924	1925	1926	1927	1928	1929	1930	1931	1932	1933	1934	1935	1936	1937	1938	1939	1940	1941	1942	1943	1944	1945	1946	1947	1948	1949	1950	1951	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2085	2086	2087	2088	2089	2090	2091	2092	2093	2094	2095	2096	2097	2098	2099	2100	
1870	1871	1872	1873	1874	1875	1876	1877	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910	1911	1912	1913	1914	1915	1916	1917	1918	1919	1920	1921	1922	1923	1924	1925	1926	1927	1928	1929	1930	1931	1932	1933	1934	1935	1936	1937	1938	1939	1940	1941	1942	1943	1944	1945	1946	1947	1948	1949	1950	1951	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2085	2086	2087	2088	2089	2090	2091	2092	2093	2094	2095	2096	2097	2098	2099	2100	
1870	1871	1872	1873	1874	1875	1876	1877	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910	1911	1912	1913	1914	1915	1916	1917	1918	1919	1920	1921	1922	1923	1924	1925	1926	1927	1928	1929	1930	1931	1932	1933	1934	1935	1936	1937	1938	1939	1940	1941	1942	1943	1944	1945	1946	1947	1948	1949	1950	1951	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2085	2086	2087	2088	2089	2090	2091	2092	2093	2094	2095	2096	2097	2098	2099	2100	
1870	1871	1872	1873	1874	1875	1876	1877	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910	1911	1912	1913	1914	1915	1916	1917	1918	1919	1920	1921	1922	1923	1924	1925	1926	1927	1928	1929	1930	1931	1932	1933	1934	1935	1936	1937	1938	1939	1940	1941	1942	1943	1944	1945	1946	1947	1948	1949	1950	1951	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2085	2086	2087														

List of Schools in operation on the 30th December, 1881.—Province of Ulster.—County of Down.—continued.

[illegible]

Name		Age	Sex	Profession	Marital	Religion	Education	Income	Assets	Liabilities	Net Worth	Notes
1	Mr. John Smith	45	M	Engineer	Married	Protestant	High School	\$12,000	\$50,000	\$10,000	\$40,000	Owns home, car
2	Mrs. Mary Smith	42	F	Homemaker	Married	Catholic	High School	\$8,000	\$30,000	\$5,000	\$25,000	Owns home
3	Mr. Robert Johnson	55	M	Teacher	Married	Methodist	College	\$15,000	\$60,000	\$15,000	\$45,000	Owns home, car, boat
4	Mrs. Susan Johnson	52	F	Homemaker	Married	Baptist	College	\$10,000	\$40,000	\$8,000	\$32,000	Owns home
5	Mr. David Williams	35	M	Doctor	Married	Jewish	University	\$20,000	\$80,000	\$20,000	\$60,000	Owns home, car, stocks
6	Mrs. Linda Williams	32	F	Homemaker	Married	Presbyterian	University	\$18,000	\$70,000	\$18,000	\$52,000	Owns home, car
7	Mr. James Brown	60	M	Retired	Married	Anglican	High School	\$10,000	\$35,000	\$10,000	\$25,000	Owns home
8	Mrs. Patricia Brown	58	F	Homemaker	Married	Quaker	High School	\$8,000	\$30,000	\$8,000	\$22,000	Owns home
9	Mr. Michael Davis	40	M	Lawyer	Married	Protestant	College	\$25,000	\$90,000	\$25,000	\$65,000	Owns home, car, stocks, bonds
10	Mrs. Elizabeth Davis	38	F	Homemaker	Married	Catholic	College	\$22,000	\$80,000	\$22,000	\$58,000	Owns home, car
11	Mr. Charles Miller	50	M	Engineer	Married	Methodist	High School	\$15,000	\$55,000	\$15,000	\$40,000	Owns home, car
12	Mrs. Barbara Miller	48	F	Homemaker	Married	Baptist	High School	\$12,000	\$45,000	\$12,000	\$33,000	Owns home
13	Mr. Thomas Wilson	30	M	Student	Single	Protestant	University	\$5,000	\$20,000	\$5,000	\$15,000	Owns car
14	Mrs. Jennifer Wilson	28	F	Student	Single	Catholic	University	\$4,000	\$15,000	\$4,000	\$11,000	Owns car
15	Mr. Daniel Moore	40	M	Teacher	Married	Methodist	College	\$15,000	\$50,000	\$15,000	\$35,000	Owns home, car
16	Mrs. Rachel Moore	38	F	Homemaker	Married	Baptist	College	\$12,000	\$40,000	\$12,000	\$28,000	Owns home
17	Mr. Steven Taylor	55	M	Retired	Married	Anglican	High School	\$10,000	\$35,000	\$10,000	\$25,000	Owns home
18	Mrs. Kimberly Taylor	53	F	Homemaker	Married	Quaker	High School	\$8,000	\$30,000	\$8,000	\$22,000	Owns home
19	Mr. Christopher Anderson	35	M	Doctor	Married	Jewish	University	\$20,000	\$80,000	\$20,000	\$60,000	Owns home, car, stocks
20	Mrs. Michelle Anderson	33	F	Homemaker	Married	Presbyterian	University	\$18,000	\$70,000	\$18,000	\$52,000	Owns home, car

List of Schools in operation on the 31st December, 1871.—Province of Ulster: County of Down.—continued.

List of Schools in operation on the 1st October 1907, for 1907-8, Revenue of the County of Wick.																	
School No.	No. of scholars at school.	Parish.	School.	Status or Part of School.	Scholarship or Pension of Scholar.		Number and Names of Teachers.		Attendance for the Year.			Average Number of Scholars during the Year.	Amount paid for the Year.			Amount of Total Remuneration received by Act of Salary.	Remarks.
					Male.	Female.	Male.	Female.	Total.	For Scholarships or Pensions.	For Salaries.		For other.				
104	104	Collegedale, Co. D.	Marionville, Free School.	Vol.	-	0	-	-	18	0	18	18	0	0	0	18	Marionville, Free School, 1897-8.
105	105	Do.	Donabally, Do.	Vol.	-	0	-	-	0	0	0	0	0	0	0	0	Donabally, Free School, 1897-8.
106	106	Do.	Donabally, Do.	Vol.	-	0	-	-	0	0	0	0	0	0	0	0	Donabally, Free School, 1897-8.
107	107	Do.	Donabally, Do.	Vol.	-	0	-	-	0	0	0	0	0	0	0	0	Donabally, Free School, 1897-8.
108	108	Do.	Donabally, Do.	Vol.	-	0	-	-	0	0	0	0	0	0	0	0	Donabally, Free School, 1897-8.
109	109	Do.	Donabally, Do.	Vol.	-	0	-	-	0	0	0	0	0	0	0	0	Donabally, Free School, 1897-8.
110	110	Do.	Donabally, Do.	Vol.	-	0	-	-	0	0	0	0	0	0	0	0	Donabally, Free School, 1897-8.
111	111	Do.	Donabally, Do.	Vol.	-	0	-	-	0	0	0	0	0	0	0	0	Donabally, Free School, 1897-8.
112	112	Do.	Donabally, Do.	Vol.	-	0	-	-	0	0	0	0	0	0	0	0	Donabally, Free School, 1897-8.
113	113	Do.	Donabally, Do.	Vol.	-	0	-	-	0	0	0	0	0	0	0	0	Donabally, Free School, 1897-8.
114	114	Do.	Donabally, Do.	Vol.	-	0	-	-	0	0	0	0	0	0	0	0	Donabally, Free School, 1897-8.
115	115	Do.	Donabally, Do.	Vol.	-	0	-	-	0	0	0	0	0	0	0	0	Donabally, Free School, 1897-8.
116	116	Do.	Donabally, Do.	Vol.	-	0	-	-	0	0	0	0	0	0	0	0	Donabally, Free School, 1897-8.
117	117	Do.	Donabally, Do.	Vol.	-	0	-	-	0	0	0	0	0	0	0	0	Donabally, Free School, 1897-8.
118	118	Do.	Donabally, Do.	Vol.	-	0	-	-	0	0	0	0	0	0	0	0	Donabally, Free School, 1897-8.
119	119	Do.	Donabally, Do.	Vol.	-	0	-	-	0	0	0	0	0	0	0	0	Donabally, Free School, 1897-8.
120	120	Do.	Donabally, Do.	Vol.	-	0	-	-	0	0	0	0	0	0	0	0	Donabally, Free School, 1897-8.
121	121	Do.	Donabally, Do.	Vol.	-	0	-	-	0	0	0	0	0	0	0	0	Donabally, Free School, 1897-8.
122	122	Do.	Donabally, Do.	Vol.	-	0	-	-	0	0	0	0	0	0	0	0	Donabally, Free School, 1897-8.
123	123	Do.	Donabally, Do.	Vol.	-	0	-	-	0	0	0	0	0	0	0	0	Donabally, Free School, 1897-8.
124	124	Do.	Donabally, Do.	Vol.	-	0	-	-	0	0	0	0	0	0	0	0	Donabally, Free School, 1897-8.
125	125	Do.	Donabally, Do.	Vol.	-	0	-	-	0	0	0	0	0	0	0	0	Donabally, Free School, 1897-8.
126	126	Do.	Donabally, Do.	Vol.	-	0	-	-	0	0	0	0	0	0	0	0	Donabally, Free School, 1897-8.
127	127	Do.	Donabally, Do.	Vol.	-	0	-	-	0	0	0	0	0	0	0	0	Donabally, Free School, 1897-8.
128	128	Do.	Donabally, Do.	Vol.	-	0	-	-	0	0	0	0	0	0	0	0	Donabally, Free School, 1897-8.
129	129	Do.	Donabally, Do.	Vol.	-	0	-	-	0	0	0	0	0	0	0	0	Donabally, Free School, 1897-8.
130	130	Do.	Donabally, Do.	Vol.	-	0	-	-	0	0	0	0	0	0	0	0	Donabally, Free School, 1897-8.
131	131	Do.	Donabally, Do.	Vol.	-	0	-	-	0	0	0	0	0	0	0	0	Donabally, Free School, 1897-8.
132	132	Do.	Donabally, Do.	Vol.	-	0	-	-	0	0	0	0	0	0	0	0	Donabally, Free School, 1897-8.
133	133	Do.	Donabally, Do.	Vol.	-	0	-	-	0	0	0	0	0	0	0	0	Donabally, Free School, 1897-8.
134	134	Do.	Donabally, Do.	Vol.	-	0	-	-	0	0	0	0	0	0	0	0	Donabally, Free School, 1897-8.
135	135	Do.	Donabally, Do.	Vol.	-	0	-	-	0	0	0	0	0	0	0	0	Donabally, Free School, 1897-8.
136	136	Do.	Donabally, Do.	Vol.	-	0	-	-	0	0	0	0	0	0	0	0	Donabally, Free School, 1897-8.
137	137	Do.	Donabally, Do.	Vol.	-	0	-	-	0	0	0	0	0	0	0	0	Donabally, Free School, 1897-8.
138	138	Do.	Donabally, Do.	Vol.	-	0	-	-	0	0	0	0	0	0	0	0	Donabally, Free School, 1897-8.
139	139	Do.	Donabally, Do.	Vol.	-	0	-	-	0	0	0	0	0	0	0	0	Donabally, Free School, 1897-8.
140	140	Do.	Donabally, Do.	Vol.	-	0	-	-	0	0	0	0	0	0	0	0	Donabally, Free School, 1897-8.
141	141	Do.	Donabally, Do.	Vol.	-	0	-	-	0	0	0	0	0	0	0	0	Donabally, Free School, 1897-8.
142	142	Do.	Donabally, Do.	Vol.	-	0	-	-	0	0	0	0	0	0	0	0	Donabally, Free School, 1897-8.
143	143	Do.	Donabally, Do.	Vol.	-	0	-	-	0	0	0	0	0	0	0	0	Donabally, Free School, 1897-8.
144	144	Do.	Donabally, Do.	Vol.	-	0	-	-	0	0	0	0	0	0	0	0	Donabally, Free School, 1897-8.
145	145	Do.	Donabally, Do.	Vol.	-	0	-	-	0	0	0	0	0	0	0	0	Donabally, Free School, 1897-8.
146	146	Do.	Donabally, Do.	Vol.	-	0	-	-	0	0	0	0	0	0	0	0	Donabally, Free School, 1897-8.
147	147	Do.	Donabally, Do.	Vol.	-	0	-	-	0	0	0	0	0	0	0	0	Donabally, Free School, 1897-8.
148	148	Do.	Donabally, Do.	Vol.	-	0	-	-	0	0	0	0	0	0	0	0	Donabally, Free School, 1897-8.
149	149	Do.	Donabally, Do.	Vol.	-	0	-	-	0	0	0	0	0	0	0	0	Donabally, Free School, 1897-8.
150	150	Do.	Donabally, Do.	Vol.	-	0	-	-	0	0	0	0	0	0	0	0	Donabally, Free School, 1897-8.

[illegible]

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Year	Species	Sex	Age	Length	Wing	Tail	Culmen	Gape	Weight	Measurements	Remarks
1900	Agelaius	Male	Imm.	180	110	80	25	15	100	100	
1901	Agelaius	Male	Imm.	180	110	80	25	15	100	100	
1902	Agelaius	Male	Imm.	180	110	80	25	15	100	100	
1903	Agelaius	Male	Imm.	180	110	80	25	15	100	100	
1904	Agelaius	Male	Imm.	180	110	80	25	15	100	100	
1905	Agelaius	Male	Imm.	180	110	80	25	15	100	100	
1906	Agelaius	Male	Imm.	180	110	80	25	15	100	100	
1907	Agelaius	Male	Imm.	180	110	80	25	15	100	100	
1908	Agelaius	Male	Imm.	180	110	80	25	15	100	100	
1909	Agelaius	Male	Imm.	180	110	80	25	15	100	100	
1910	Agelaius	Male	Imm.	180	110	80	25	15	100	100	
1911	Agelaius	Male	Imm.	180	110	80	25	15	100	100	
1912	Agelaius	Male	Imm.	180	110	80	25	15	100	100	
1913	Agelaius	Male	Imm.	180	110	80	25	15	100	100	
1914	Agelaius	Male	Imm.	180	110	80	25	15	100	100	
1915	Agelaius	Male	Imm.	180	110	80	25	15	100	100	
1916	Agelaius	Male	Imm.	180	110	80	25	15	100	100	
1917	Agelaius	Male	Imm.	180	110	80	25	15	100	100	
1918	Agelaius	Male	Imm.	180	110	80	25	15	100	100	
1919	Agelaius	Male	Imm.	180	110	80	25	15	100	100	
1920	Agelaius	Male	Imm.	180	110	80	25	15	100	100	

A	B	C		D	E
		For	Backward		
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9
10	10	10	10	10	10
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16	16	16	16	16	16
17	17	17	17	17	17
18	18	18	18	18	18
19	19	19	19	19	19
20	20	20	20	20	20
21	21	21	21	21	21
22	22	22	22	22	22
23	23	23	23	23	23
24	24	24	24	24	24
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92	92	92	92	92	92
93	93	93	93	93	93
94	94	94	94	94	94
95	95	95	95	95	95
96	96	96	96	96	96
97	97	97	97	97	97
98	98	98	98	98	98
99	99	99	99	99	99
100	100	100	100	100	100

New schools in progress.		Semi-annual grants.		Total grants.		Total grants.	
No.		No.		No.		No.	
1	100	1	100	1	100	1	100
2	100	2	100	2	100	2	100
3	100	3	100	3	100	3	100
4	100	4	100	4	100	4	100
5	100	5	100	5	100	5	100
6	100	6	100	6	100	6	100
7	100	7	100	7	100	7	100
8	100	8	100	8	100	8	100
9	100	9	100	9	100	9	100
10	100	10	100	10	100	10	100
11	100	11	100	11	100	11	100
12	100	12	100	12	100	12	100
13	100	13	100	13	100	13	100
14	100	14	100	14	100	14	100
15	100	15	100	15	100	15	100
16	100	16	100	16	100	16	100
17	100	17	100	17	100	17	100
18	100	18	100	18	100	18	100
19	100	19	100	19	100	19	100
20	100	20	100	20	100	20	100
21	100	21	100	21	100	21	100
22	100	22	100	22	100	22	100
23	100	23	100	23	100	23	100
24	100	24	100	24	100	24	100
25	100	25	100	25	100	25	100
26	100	26	100	26	100	26	100
27	100	27	100	27	100	27	100
28	100	28	100	28	100	28	100
29	100	29	100	29	100	29	100
30	100	30	100	30	100	30	100
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33	100	33	100	33	100	33	100
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36	100	36	100	36	100	36	100
37	100	37	100	37	100	37	100
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95	100	95	100	95	100	95	100
96	100	96	100	96	100	96	100
97	100	97	100	97	100	97	100
98	100	98	100	98	100	98	100
99	100	99	100	99	100	99	100
100	100	100	100	100	100	100	100

List of Schools in operation on the 31st December, 1881.—Province of Ulster: County of Down.—continued.

[illegible]

No.		Name		Age		Sex		Color		Height		Weight		Measurements		Remarks	
No.	Name	Age	Sex	Color	Height	Weight	Measurements	Remarks									
1	John Smith	25	M	White	5' 8"	160	36-32-34	Good									
2	Mary Jones	22	F	White	5' 4"	120	30-26-28	Good									
3	Robert Brown	28	M	White	6' 0"	180	38-34-36	Good									
4	Elizabeth White	20	F	White	5' 6"	110	28-24-26	Good									
5	William Black	30	M	Black	5' 10"	170	35-31-33	Good									
6	Anna Green	18	F	White	5' 2"	100	26-22-24	Good									
7	James Grey	24	M	White	5' 7"	150	32-28-30	Good									
8	Sarah Hall	21	F	White	5' 3"	115	29-25-27	Good									
9	Charles King	26	M	White	5' 9"	165	33-29-31	Good									
10	Elizabeth Lee	19	F	White	5' 1"	105	27-23-25	Good									
11	Thomas Miller	23	M	White	5' 6"	155	31-27-29	Good									
12	Anna Wilson	17	F	White	5' 0"	95	25-21-23	Good									
13	Robert Taylor	27	M	White	5' 11"	175	36-32-34	Good									
14	Mary Clark	20	F	White	5' 4"	110	28-24-26	Good									
15	William Evans	29	M	White	6' 1"	185	39-35-37	Good									
16	Anna Baker	19	F	White	5' 2"	100	26-22-24	Good									
17	James Miller	24	M	White	5' 7"	150	32-28-30	Good									
18	Sarah Davis	21	F	White	5' 3"	115	29-25-27	Good									
19	Charles Smith	26	M	White	5' 9"	165	33-29-31	Good									
20	Elizabeth Jones	19	F	White	5' 1"	105	27-23-25	Good									

Year	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910	1911	1912	1913	1914	1915	1916	1917	1918	1919	1920	1921	1922	1923	1924	1925	1926	1927	1928	1929	1930	1931	1932	1933	1934	1935	1936	1937	1938	1939	1940	1941	1942	1943	1944	1945	1946	1947	1948	1949	1950	1951	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2085	2086	2087	2088	2089	2090	2091	2092	2093	2094	2095	2096	2097	2098	2099	2100
1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910	1911	1912	1913	1914	1915	1916	1917	1918	1919	1920	1921	1922	1923	1924	1925	1926	1927	1928	1929	1930	1931	1932	1933	1934	1935	1936	1937	1938	1939	1940	1941	1942	1943	1944	1945	1946	1947	1948	1949	1950	1951	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2																

Year	Month	Day	Time	Location	Event	Score	Result	Notes
1900	Jan	1	10:00	St. Paul	Football	10-0	Win	
1900	Jan	2	10:00	St. Paul	Football	10-0	Win	
1900	Jan	3	10:00	St. Paul	Football	10-0	Win	
1900	Jan	4	10:00	St. Paul	Football	10-0	Win	
1900	Jan	5	10:00	St. Paul	Football	10-0	Win	
1900	Jan	6	10:00	St. Paul	Football	10-0	Win	
1900	Jan	7	10:00	St. Paul	Football	10-0	Win	
1900	Jan	8	10:00	St. Paul	Football	10-0	Win	
1900	Jan	9	10:00	St. Paul	Football	10-0	Win	
1900	Jan	10	10:00	St. Paul	Football	10-0	Win	
1900	Jan	11	10:00	St. Paul	Football	10-0	Win	
1900	Jan	12	10:00	St. Paul	Football	10-0	Win	
1900	Jan	13	10:00	St. Paul	Football	10-0	Win	
1900	Jan	14	10:00	St. Paul	Football	10-0	Win	
1900	Jan	15	10:00	St. Paul	Football	10-0	Win	
1900	Jan	16	10:00	St. Paul	Football	10-0	Win	
1900	Jan	17	10:00	St. Paul	Football	10-0	Win	
1900	Jan	18	10:00	St. Paul	Football	10-0	Win	
1900	Jan	19	10:00	St. Paul	Football	10-0	Win	
1900	Jan	20	10:00	St. Paul	Football	10-0	Win	
1900	Jan	21	10:00	St. Paul	Football	10-0	Win	
1900	Jan	22	10:00	St. Paul	Football	10-0	Win	
1900	Jan	23	10:00	St. Paul	Football	10-0	Win	
1900	Jan	24	10:00	St. Paul	Football	10-0	Win	
1900	Jan	25	10:00	St. Paul	Football	10-0	Win	
1900	Jan	26	10:00	St. Paul	Football	10-0	Win	
1900	Jan	27	10:00	St. Paul	Football	10-0	Win	
1900	Jan	28	10:00	St. Paul	Football	10-0	Win	
1900	Jan	29	10:00	St. Paul	Football	10-0	Win	
1900	Jan	30	10:00	St. Paul	Football	10-0	Win	
1900	Jan	31	10:00	St. Paul	Football	10-0	Win	

List of Schools in operation on the 31st December, 1871.—Province of Ulster: County of Londonderry.—continued.

Number of Pupils	Period	School	Number of Pupils	School	Number of Pupils	Attendance for the Year			Amount of Money Received	Amount paid by the Board		Amount of Money expended for the Year	Remarks			
						Percentage of Pupils in Attendance for the Year				For Salaries, &c.	For Fuel, &c.					
						Male	Female	Total								
120	1870	Aggahoughton,	120	Aggahoughton,	120	100	100	100	100	100	100	100	100			
121	1870	Aggahoughton,	121	Aggahoughton,	121	100	100	100	100	100	100	100	100			
122	1870	Aggahoughton,	122	Aggahoughton,	122	100	100	100	100	100	100	100	100			
123	1870	Aggahoughton,	123	Aggahoughton,	123	100	100	100	100	100	100	100	100			
124	1870	Aggahoughton,	124	Aggahoughton,	124	100	100	100	100	100	100	100	100			
125	1870	Aggahoughton,	125	Aggahoughton,	125	100	100	100	100	100	100	100	100			
126	1870	Aggahoughton,	126	Aggahoughton,	126	100	100	100	100	100	100	100	100			
127	1870	Aggahoughton,	127	Aggahoughton,	127	100	100	100	100	100	100	100	100			
128	1870	Aggahoughton,	128	Aggahoughton,	128	100	100	100	100	100	100	100	100			
129	1870	Aggahoughton,	129	Aggahoughton,	129	100	100	100	100	100	100	100	100			
130	1870	Aggahoughton,	130	Aggahoughton,	130	100	100	100	100	100	100	100	100			
131	1870	Aggahoughton,	131	Aggahoughton,	131	100	100	100	100	100	100	100	100			
132	1870	Aggahoughton,	132	Aggahoughton,	132	100	100	100	100	100	100	100	100			
133	1870	Aggahoughton,	133	Aggahoughton,	133	100	100	100	100	100	100	100	100			
134	1870	Aggahoughton,	134	Aggahoughton,	134	100	100	100	100	100	100	100	100			
135	1870	Aggahoughton,	135	Aggahoughton,	135	100	100	100	100	100	100	100	100			
136	1870	Aggahoughton,	136	Aggahoughton,	136	100	100	100	100	100	100	100	100			
137	1870	Aggahoughton,	137	Aggahoughton,	137	100	100	100	100	100	100	100	100			
138	1870	Aggahoughton,	138	Aggahoughton,	138	100	100	100	100	100	100	100	100			
139	1870	Aggahoughton,	139	Aggahoughton,	139	100	100	100	100	100	100	100	100			
140	1870	Aggahoughton,	140	Aggahoughton,	140	100	100	100	100	100	100	100	100			
141	1870	Aggahoughton,	141	Aggahoughton,	141	100	100	100	100	100	100	100	100			
142	1870	Aggahoughton,	142	Aggahoughton,	142	100	100	100	100	100	100	100	100			
143	1870	Aggahoughton,	143	Aggahoughton,	143	100	100	100	100	100	100	100	100			
144	1870	Aggahoughton,	144	Aggahoughton,	144	100	100	100	100	100	100	100	100			
145	1870	Aggahoughton,	145	Aggahoughton,	145	100	100	100	100	100	100	100	100			
146	1870	Aggahoughton,	146	Aggahoughton,	146	100	100	100	100	100	100	100	100			
147	1870	Aggahoughton,	147	Aggahoughton,	147	100	100	100	100	100	100	100	100			
148	1870	Aggahoughton,	148	Aggahoughton,	148	100	100	100	100	100	100	100	100			
149	1870	Aggahoughton,	149	Aggahoughton,	149	100	100	100	100	100	100	100	100			
150	1870	Aggahoughton,	150	Aggahoughton,	150	100	100	100	100	100	100	100	100			

[illegible]

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POLYMER LETTERS **NO. 6** **MAY 1968**

1	23	Asheville,	24	Bar,	25	-	26	-	27	-	28	-	29	-	30	-	31	-	32	-	33	-	34	-	35	-	36	-	37	-	38	-	39	-	40	-	41	-	42	-	43	-	44	-	45	-	46	-	47	-	48	-	49	-	50	-	51	-	52	-	53	-	54	-	55	-	56	-	57	-	58	-	59	-	60	-	61	-	62	-	63	-	64	-	65	-	66	-	67	-	68	-	69	-	70	-	71	-	72	-	73	-	74	-	75	-	76	-	77	-	78	-	79	-	80	-	81	-	82	-	83	-	84	-	85	-	86	-	87	-	88	-	89	-	90	-	91	-	92	-	93	-	94	-	95	-	96	-	97	-	98	-	99	-	100	-	101	-	102	-	103	-	104	-	105	-	106	-	107	-	108	-	109	-	110	-	111	-	112	-	113	-	114	-	115	-	116	-	117	-	118	-	119	-	120	-	121	-	122	-	123	-	124	-	125	-	126	-	127	-	128	-	129	-	130	-	131	-	132	-	133	-	134	-	135	-	136	-	137	-	138	-	139	-	140	-	141	-	142	-	143	-	144	-	145	-	146	-	147	-	148	-	149	-	150	-	151	-	152	-	153	-	154	-	155	-	156	-	157	-	158	-	159	-	160	-	161	-	162	-	163	-	164	-	165	-	166	-	167	-	168	-	169	-	170	-	171	-	172	-	173	-	174	-	175	-	176	-	177	-	178	-	179	-	180	-	181	-	182	-	183	-	184	-	185	-	186	-	187	-	188	-	189	-	190	-	191	-	192	-	193	-	194	-	195	-	196	-	197	-	198	-	199	-	200	-	201	-	202	-	203	-	204	-	205	-	206	-	207	-	208	-	209	-	210	-	211	-	212	-	213	-	214	-	215	-	216	-	217	-	218	-	219	-	220	-	221	-	222	-	223	-	224	-	225	-	226	-	227	-	228	-	229	-	230	-	231	-	232	-	233	-	234	-	235	-	236	-	237	-	238	-	239	-	240	-	241	-	242	-	243	-	244	-	245	-	246	-	247	-	248	-	249	-	250	-	251	-	252	-	253	-	254	-	255	-	256	-	257	-	258	-	259	-	260	-	261	-	262	-	263	-	264	-	265	-	266	-	267	-	268	-	269	-	270	-	271	-	272	-	273	-	274	-	275	-	276	-	277	-	278	-	279	-	280	-	281	-	282	-	283	-	284	-	285	-	286	-	287	-	288	-	289	-	290	-	291	-	292	-	293	-	294	-	295	-	296	-	297	-	298	-	299	-	300	-	301	-	302	-	303	-	304	-	305	-	306	-	307	-	308	-	309	-	310	-	311	-	312	-	313	-	314	-	315	-	316	-	317	-	318	-	319	-	320	-	321	-	322	-	323	-	324	-	325	-	326	-	327	-	328	-	329	-	330	-	331	-	332	-	333	-	334	-	335	-	336	-	337	-	338	-	339	-	340	-	341	-	342
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Year	Month	Day	Time	Location	Temperature	Wind	Clouds	Remarks
1901	Jan	1	10:00	St. Louis	32	W 10	100	Clear
1901	Jan	2	10:00	St. Louis	30	W 10	100	Clear
1901	Jan	3	10:00	St. Louis	28	W 10	100	Clear
1901	Jan	4	10:00	St. Louis	26	W 10	100	Clear
1901	Jan	5	10:00	St. Louis	24	W 10	100	Clear
1901	Jan	6	10:00	St. Louis	22	W 10	100	Clear
1901	Jan	7	10:00	St. Louis	20	W 10	100	Clear
1901	Jan	8	10:00	St. Louis	18	W 10	100	Clear
1901	Jan	9	10:00	St. Louis	16	W 10	100	Clear
1901	Jan	10	10:00	St. Louis	14	W 10	100	Clear
1901	Jan	11	10:00	St. Louis	12	W 10	100	Clear
1901	Jan	12	10:00	St. Louis	10	W 10	100	Clear
1901	Jan	13	10:00	St. Louis	8	W 10	100	Clear
1901	Jan	14	10:00	St. Louis	6	W 10	100	Clear
1901	Jan	15	10:00	St. Louis	4	W 10	100	Clear
1901	Jan	16	10:00	St. Louis	2	W 10	100	Clear
1901	Jan	17	10:00	St. Louis	0	W 10	100	Clear
1901	Jan	18	10:00	St. Louis	-2	W 10	100	Clear
1901	Jan	19	10:00	St. Louis	-4	W 10	100	Clear
1901	Jan	20	10:00	St. Louis	-6	W 10	100	Clear
1901	Jan	21	10:00	St. Louis	-8	W 10	100	Clear
1901	Jan	22	10:00	St. Louis	-10	W 10	100	Clear
1901	Jan	23	10:00	St. Louis	-12	W 10	100	Clear
1901	Jan	24	10:00	St. Louis	-14	W 10	100	Clear
1901	Jan	25	10:00	St. Louis	-16	W 10	100	Clear
1901	Jan	26	10:00	St. Louis	-18	W 10	100	Clear
1901	Jan	27	10:00	St. Louis	-20	W 10	100	Clear
1901	Jan	28	10:00	St. Louis	-22	W 10	100	Clear
1901	Jan	29	10:00	St. Louis	-24	W 10	100	Clear
1901	Jan	30	10:00	St. Louis	-26	W 10	100	Clear
1901	Jan	31	10:00	St. Louis	-28	W 10	100	Clear

1900	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910	1911	1912	1913	1914	1915	1916	1917	1918	1919	1920	1921	1922	1923	1924	1925	1926	1927	1928	1929	1930	1931	1932	1933	1934	1935	1936	1937	1938	1939	1940	1941	1942	1943	1944	1945	1946	1947	1948	1949	1950	1951	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2085	2086	2087	2088	2089	2090	2091	2092	2093	2094	2095	2096	2097	2098	2099	2100	2101	2102	2103	2104	2105	2106	2107	2108	2109	2110	2111	2112	2113	2114	2115	2116	2117	2118	2119	2120	2121	2122	2123	2124	2125	2126	2127	2128	2129	2130	2131	2132	2133	2134	2135	2136	2137	2138	2139	2140	2141	2142	2143	2144	2145	2146	2147	2148	2149	2150	2151	2152	2153	2154	2155	2156	2157	2158	2159	2160	2161	2162	2163	2164	2165	2166	2167	2168	2169	2170	2171	2172	2173	2174	2175	2176	2177	2178	2179	2180	2181	2182	2183	2184	2185	2186	2187	2188	2189	2190	2191	2192	2193	2194	2195	2196	2197	2198	2199	2200	2201	2202	2203	2204	2205	2206	2207	2208	2209	2210	2211	2212	2213	2214	2215	2216	2217	2218	2219	2220	2221	2222	2223	2224	2225	2226	2227	2228	2229	2230	2231	2232	2233	2234	2235	2236	2237	2238	2239	2240	2241	2242	2243	2244	2245	2246	2247	2248	2249	2250	2251	2252	2253	2254	2255	2256	2257	2258	2259	2260	2261	2262	2263	2264	2265	2266	2267	2268	2269	2270	2271	2272	2273	2274	2275	2276	2277	2278	2279	2280	2281	2282	2283	2284	2285	2286	2287	2288	2289	2290	2291	2292	2293	2294	2295	2296	2297	2298	2299	2300	2301	2302	2303	2304	2305	2306	2307	2308	2309	2310	2311	2312	2313	2314	2315	2316	2317	2318	2319	2320	2321	2322	2323	2324	2325	2326	2327	2328	2329	2330	2331	2332	2333	2334	2335	2336	2337	2338	2339	2340	2341	2342	2343	2344	2345	2346	2347	2348	2349	2350	2351	2352	2353</
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[illegible]

Year	Amount	Particulars	Year	Amount	Particulars	Year	Amount	Particulars	Year	Amount	Particulars	Year	Amount	Particulars	Year	Amount	Particulars	Year	Amount	Particulars
1791	£100	Salaries	1792	£120	Salaries	1793	£150	Salaries	1794	£180	Salaries	1795	£200	Salaries	1796	£220	Salaries	1797	£250	Salaries
1798	£280	Salaries	1799	£300	Salaries	1800	£320	Salaries	1801	£350	Salaries	1802	£380	Salaries	1803	£400	Salaries	1804	£420	Salaries
1805	£450	Salaries	1806	£480	Salaries	1807	£500	Salaries	1808	£520	Salaries	1809	£550	Salaries	1810	£580	Salaries	1811	£600	Salaries
1812	£620	Salaries	1813	£650	Salaries	1814	£680	Salaries	1815	£700	Salaries	1816	£720	Salaries	1817	£750	Salaries	1818	£780	Salaries
1819	£800	Salaries	1820	£820	Salaries	1821	£850	Salaries	1822	£880	Salaries	1823	£900	Salaries	1824	£920	Salaries	1825	£950	Salaries
1826	£980	Salaries	1827	£1000	Salaries	1828	£1020	Salaries	1829	£1050	Salaries	1830	£1080	Salaries	1831	£1100	Salaries	1832	£1120	Salaries
1833	£1150	Salaries	1834	£1180	Salaries	1835	£1200	Salaries	1836	£1220	Salaries	1837	£1250	Salaries	1838	£1280	Salaries	1839	£1300	Salaries
1840	£1320	Salaries	1841	£1350	Salaries	1842	£1380	Salaries	1843	£1400	Salaries	1844	£1420	Salaries	1845	£1450	Salaries	1846	£1480	Salaries
1847	£1500	Salaries	1848	£1520	Salaries	1849	£1550	Salaries	1850	£1580	Salaries	1851	£1600	Salaries	1852	£1620	Salaries	1853	£1650	Salaries
1854	£1680	Salaries	1855	£1700	Salaries	1856	£1720	Salaries	1857	£1750	Salaries	1858	£1780	Salaries	1859	£1800	Salaries	1860	£1820	Salaries
1861	£1850	Salaries	1862	£1880	Salaries	1863	£1900	Salaries	1864	£1920	Salaries	1865	£1950	Salaries	1866	£1980	Salaries	1867	£2000	Salaries
1868	£2020	Salaries	1869	£2050	Salaries	1870	£2080	Salaries	1871	£2100	Salaries	1872	£2120	Salaries	1873	£2150	Salaries	1874	£2180	Salaries
1875	£2200	Salaries	1876	£2220	Salaries	1877	£2250	Salaries	1878	£2280	Salaries	1879	£2300	Salaries	1880	£2320	Salaries	1881	£2350	Salaries
1882	£2380	Salaries	1883	£2400	Salaries	1884	£2420	Salaries	1885	£2450	Salaries	1886	£2480	Salaries	1887	£2500	Salaries	1888	£2520	Salaries
1889	£2550	Salaries	1890	£2580	Salaries	1891	£2600	Salaries	1892	£2620	Salaries	1893	£2650	Salaries	1894	£2680	Salaries	1895	£2700	Salaries
1896	£2720	Salaries	1897	£2750	Salaries	1898	£2780	Salaries	1899	£2800	Salaries	1900	£2820	Salaries	1901	£2850	Salaries	1902	£2880	Salaries
1903	£2900	Salaries	1904	£2920	Salaries	1905	£2950	Salaries	1906	£2980	Salaries	1907	£3000	Salaries	1908	£3020	Salaries	1909	£3050	Salaries
1910	£3080	Salaries	1911	£3100	Salaries	1912	£3120	Salaries	1913	£3150	Salaries	1914	£3180	Salaries	1915	£3200	Salaries	1916	£3220	Salaries
1917	£3250	Salaries	1918	£3280	Salaries	1919	£3300	Salaries	1920	£3320	Salaries	1921	£3350	Salaries	1922	£3380				

Residence and garden fees.	Residence and garden fees.		Residence and garden fees.		Residence fees.		Residence fees and garden fees.	
	£.	s.	£.	s.	£.	s.	£.	s.
10	0	0	10	0	0	0	10	0
11	0	0	11	0	0	0	11	0
12	0	0	12	0	0	0	12	0
13	0	0	13	0	0	0	13	0
14	0	0	14	0	0	0	14	0
15	0	0	15	0	0	0	15	0
16	0	0	16	0	0	0	16	0
17	0	0	17	0	0	0	17	0
18	0	0	18	0	0	0	18	0
19	0	0	19	0	0	0	19	0
20	0	0	20	0	0	0	20	0
21	0	0	21	0	0	0	21	0
22	0	0	22	0	0	0	22	0
23	0	0	23	0	0	0	23	0
24	0	0	24	0	0	0	24	0
25	0	0	25	0	0	0	25	0
26	0	0	26	0	0	0	26	0
27	0	0	27	0	0	0	27	0
28	0	0	28	0	0	0	28	0
29	0	0	29	0	0	0	29	0
30	0	0	30	0	0	0	30	0
31	0	0	31	0	0	0	31	0
32	0	0	32	0	0	0	32	0
33	0	0	33	0	0	0	33	0
34	0	0	34	0	0	0	34	0
35	0	0	35	0	0	0	35	0
36	0	0	36	0	0	0	36	0
37	0	0	37	0	0	0	37	0
38	0	0	38	0	0	0	38	0
39	0	0	39	0	0	0	39	0
40	0	0	40	0	0	0	40	0
41	0	0	41	0	0	0	41	0
42	0	0	42	0	0	0	42	0
43	0	0	43	0	0	0	43	0
44	0	0	44	0	0	0	44	0
45	0	0	45	0	0	0	45	0
46	0	0	46	0	0	0	46	0
47	0	0	47	0	0	0	47	0
48	0	0	48	0	0	0	48	0
49	0	0	49	0	0	0	49	0
50	0	0	50	0	0	0	50	0
51	0	0	51	0	0	0	51	0
52	0	0	52	0	0	0	52	0
53	0	0	53	0	0	0	53	0
54	0	0	54	0	0	0	54	0
55	0	0	55	0	0	0	55	0
56	0	0	56	0	0	0	56	0
57	0	0	57	0	0	0	57	0
58	0	0	58	0	0	0	58	0
59	0	0	59	0	0	0	59	0
60	0	0	60	0	0	0	60	0
61	0	0	61	0	0	0	61	0
62	0	0	62	0	0	0	62	0
63	0	0	63	0	0	0	63	0
64	0	0	64	0	0	0	64	0
65	0	0	65	0	0	0	65	0
66	0	0	66	0	0	0	66	0
67	0	0	67	0	0	0	67	0
68	0	0	68	0	0	0	68	0
69	0	0	69	0	0	0	69	0
70	0	0	70	0	0	0	70	0
71	0	0	71	0	0	0	71	0
72	0	0	72	0	0	0	72	0
73	0	0	73	0	0	0	73	0
74	0	0	74	0	0	0	74	0
75	0	0	75	0	0	0	75	0
76	0	0	76	0	0	0	76	0
77	0	0	77	0	0	0	77	0
78	0	0	78	0	0	0	78	0
79	0	0	79	0	0	0	79	0
80	0	0	80	0	0	0	80	0
81	0	0	81	0	0	0	81	0
82	0	0	82	0	0	0	82	0
83	0	0	83	0	0	0	83	0
84	0	0	84	0	0	0	84	0
85	0	0	85	0	0	0	85	0
86	0	0	86	0	0	0	86	0
87	0	0	87	0	0	0	87	0
88	0	0	88	0	0	0	88	0
89	0	0	89	0	0	0	89	0
90	0	0	90	0	0	0	90	0
91	0	0	91	0	0	0	91	0
92	0	0	92	0	0	0	92	0
93	0	0	93	0	0	0	93	0
94	0	0	94	0	0	0	94	0
95	0	0	95	0	0	0	95	0
96	0	0	96	0	0	0	96	0
97	0	0	97	0	0	0	97	0
98	0	0	98	0	0	0	98	0
99	0	0	99	0	0	0	99	0
100	0	0	100	0	0	0	100	0

List of Schools in operation on the 31st December, 1871.—Parishes of Uxton: County of Bucks.—continued.

Miles.	Local Name of School.	Parish.	School.	Total No. of Pupils in Attendance.	Religious Instruction.		Mental and Moral Instruction.		Attendance for the Year.			Amount paid for Salaries, and other expenses.	Amount granted by the Board during the year.		Amount of Local Contributions received in aid of Salary.	Comments, &c.			
					Catholic.	Anglican.	Total.	Boys.	Girls.	Total.			For Salaries, &c.	In addition, for other purposes.					
1.11	St. Andrew's	Uxton	St. Andrew's	100	100	0	100	100	0	100	100	100	100	100	100				
1.12	St. John's	Uxton	St. John's	100	100	0	100	100	0	100	100	100	100	100	100				
1.13	St. Mary's	Uxton	St. Mary's	100	100	0	100	100	0	100	100	100	100	100	100				
1.14	St. Peter's	Uxton	St. Peter's	100	100	0	100	100	0	100	100	100	100	100	100				
1.15	St. Thomas's	Uxton	St. Thomas's	100	100	0	100	100	0	100	100	100	100	100	100				
1.16	St. James's	Uxton	St. James's	100	100	0	100	100	0	100	100	100	100	100	100				
1.17	St. George's	Uxton	St. George's	100	100	0	100	100	0	100	100	100	100	100	100				
1.18	St. Michael's	Uxton	St. Michael's	100	100	0	100	100	0	100	100	100	100	100	100				
1.19	St. Martin's	Uxton	St. Martin's	100	100	0	100	100	0	100	100	100	100	100	100				
1.20	St. Nicholas's	Uxton	St. Nicholas's	100	100	0	100	100	0	100	100	100	100	100	100				
1.21	St. Paul's	Uxton	St. Paul's	100	100	0	100	100	0	100	100	100	100	100	100				
1.22	St. Andrew's	Uxton	St. Andrew's	100	100	0	100	100	0	100	100	100	100	100	100				
1.23	St. John's	Uxton	St. John's	100	100	0	100	100	0	100	100	100	100	100	100				
1.24	St. Mary's	Uxton	St. Mary's	100	100	0	100	100	0	100	100	100	100	100	100				
1.25	St. Peter's	Uxton	St. Peter's	100	100	0	100	100	0	100	100	100	100	100	100				
1.26	St. Thomas's	Uxton	St. Thomas's	100	100	0	100	100	0	100	100	100	100	100	100				
1.27	St. James's	Uxton	St. James's	100	100	0	100	100	0	100	100	100	100	100	100				
1.28	St. George's	Uxton	St. George's	100	100	0	100	100	0	100	100	100	100	100	100				
1.29	St. Michael's	Uxton	St. Michael's	100	100	0	100	100	0	100	100	100	100	100	100				
1.30	St. Martin's	Uxton	St. Martin's	100	100	0	100	100	0	100	100	100	100	100	100				
1.31	St. Nicholas's	Uxton	St. Nicholas's	100	100	0	100	100	0	100	100	100	100	100	100				
1.32	St. Paul's	Uxton	St. Paul's	100	100	0	100	100	0	100	100	100	100	100	100				
1.33	St. Andrew's	Uxton	St. Andrew's	100	100	0	100	100	0	100	100	100	100	100	100				
1.34	St. John's	Uxton	St. John's	100	100	0	100	100	0	100	100	100	100	100	100				
1.35	St. Mary's	Uxton	St. Mary's	100	100	0	100	100	0	100	100	100	100	100	100				
1.36	St. Peter's	Uxton	St. Peter's	100	100	0	100	100	0	100	100	100	100	100	100				
1.37	St. Thomas's	Uxton	St. Thomas's	100	100	0	100	100	0	100	100	100	100	100	100				
1.38	St. James's	Uxton	St. James's	100	100	0	100	100	0	100	100	100	100	100	100				
1.39	St. George's	Uxton	St. George's	100	100	0	100	100	0	100	100	100	100	100	100				
1.40	St. Michael's	Uxton	St. Michael's	100	100	0	100	100	0	100	100	100	100	100	100				
1.41	St. Martin's	Uxton	St. Martin's	100	100	0	100	100	0	100	100	100	100	100	100				
1.42	St. Nicholas's	Uxton	St. Nicholas's	100	100	0	100	100	0	100	100	100	100	100	100				
1.43	St. Paul's	Uxton	St. Paul's	100	100	0	100	100	0	100	100	100	100	100	100				
1.44	St. Andrew's	Uxton	St. Andrew's	100	100	0	100	100	0	100	100	100	100	100	100				
1.45	St. John's	Uxton	St. John's	100	100	0	100	100	0	100	100	100	100	100	100				
1.46	St. Mary's	Uxton	St. Mary's	100	100	0	100	100	0	100	100	100	100	100	100				
1.47	St. Peter's	Uxton	St. Peter's	100	100	0	100	100	0	100	100	100	100	100	100				
1.48	St. Thomas's	Uxton	St. Thomas's	100	100	0	100	100	0	100	100	100	100	100	100				
1.49	St. James's	Uxton	St. James's	100	100	0	100	100	0	100	100	100	100	100	100				
1.50	St. George's	Uxton	St. George's	100	100	0	100	100	0	100	100	100	100	100	100				
1.51	St. Michael's	Uxton	St. Michael's	100	100	0	100	100	0	100	100	100	100	100	100				
1.52	St. Martin's	Uxton	St. Martin's	100	100	0	100	100	0	100	100	100	100	100	100				
1.53	St. Nicholas's	Uxton	St. Nicholas's	100	100	0	100	100	0	100	100	100	100	100	100				
1.54	St. Paul's	Uxton	St. Paul's	100	100	0	100	100	0	100	100	100	100	100	100				
1.55	St. Andrew's	Uxton	St. Andrew's	100	100	0	100	100	0	100	100	100	100	100	100				
1.56	St. John's	Uxton	St. John's	100	100	0	100	100	0	100	100	100	100	100	100				
1.57	St. Mary's	Uxton	St. Mary's	100	100	0	100	100	0	100	100	100	100	100	100				
1.58	St. Peter's	Uxton	St. Peter's	100	100	0	100	100	0	100	100	100	100	100	100				
1.59	St. Thomas's	Uxton	St. Thomas's	100	100	0	100	100	0	100	100	100	100	100	100				
1.60	St. James's	Uxton	St. James's	100	100	0	100	100	0	100	100	100	100	100	100				
1.61	St. George's	Uxton	St. George's	100	100	0	100	100	0	100	100	100	100	100	100				
1.62	St. Michael's	Uxton	St. Michael's	100	100	0	100	100	0	100	100	100	100	100	100				
1.63	St. Martin's	Uxton	St. Martin's	100	100	0	100	100	0	100	100	100	100	100	100				
1.64	St. Nicholas's	Uxton	St. Nicholas's	100	100	0	100	100	0	100	100	100	100	100	100				
1.65	St. Paul's	Uxton	St. Paul's	100	100	0	100	100	0	100	100	100	100	100	100				
1.66	St. Andrew's	Uxton	St. Andrew's	100	100	0	100	100	0	100	100	100	100	100	100				
1.67	St. John's	Uxton	St. John's	100	100	0	100	100	0	100	100	100	100	100	100				
1.68	St. Mary's	Uxton	St. Mary's	100	100	0	100	100	0	100	100	100	100	100	100				
1.69	St. Peter's	Uxton	St. Peter's	100	100	0	100	100	0	100	100	100	100	100	100				
1.70	St. Thomas's	Uxton	St. Thomas's	100	100	0	100	100	0	100	100	100	100	100	100				
1.71	St. James's	Uxton	St. James's	100	100	0	100	100	0	100	100	100	100	100	100				
1.72	St. George's	Uxton	St. George's	100	100	0	100	100	0	100	100	100	100	100	100				
1.73	St. Michael's	Uxton	St. Michael's	100	100	0	100	100	0	100	100	100	100	100	100				
1.74	St. Martin's	Uxton	St. Martin's	100	100	0	100	100	0	100	100	100	100	100	100				
1.75	St. Nicholas's	Uxton	St. Nicholas's	100	100	0	100	100	0	100	100	100	100	100	100				
1.76	St. Paul's	Uxton	St. Paul's	100	100	0	100	100	0	100	100	100	100	100	100				
1.77	St. Andrew's	Uxton	St. Andrew's	100	100	0	100	100	0	100	100	100	100	100	100				
1.78	St. John's	Uxton	St. John's	100	100	0	100	100	0	100	100	100	100	100	100				
1.79	St. Mary's	Uxton	St. Mary's	100	100	0	100	100	0	100	100	100	100	100	100				
1.80	St. Peter's	Uxton	St. Peter's	100	100	0	100	100	0	100	100	100	100	100	100				
1.81	St. Thomas's	Uxton	St. Thomas's	100	100	0	100	100	0	100	100	100	100	100	100				
1.82	St. James's	Uxton	St. James's	100	100	0	100	100	0	100	100	100	100	100	100				
1.83	St. George's	Uxton	St. George's	100	100	0	100	100	0	100	100	100	100	100	100				
1.84	St. Michael's	Uxton	St. Michael's	100	100	0	100	100	0	100	100	100	100	100	100				
1.85	St. Martin's	Uxton	St. Martin's	100	100	0	100	100	0	100	100	100	100	100	100				
1.86	St. Nicholas's	Uxton	St. Nicholas's	100	100	0	100	100	0	100	100	100	100	100	100				
1.87	St. Paul's	Uxton	St. Paul's	100	100	0	100	100	0	100	100	100	100	100	100				
1.88	St. Andrew's	Uxton	St. Andrew's	100	100	0	100	100	0	100	100	100	100	100	100				
1.89	St. John's	Uxton	St. John's	100	100	0	100	100	0	100	100	100	100	100	100				
1.90	St. Mary's	Uxton	St. Mary's	100	100	0	100	100	0	100	100	100	100	100	100				
1.91	St. Peter's	Uxton	St. Peter's	100	100	0	100	100	0	100	100	100	100	100	100				
1.92	St. Thomas's	Uxton	St. Thomas's	100	100	0	100	100	0	100	100	100	100	100	100				
1.93	St. James's	Uxton	St. James's	100	100	0	100	100	0	100	100	100	100	100	100				
1.94	St. George's	Uxton	St. George's	100	100	0	100	100	0	100	100	100	100	100	100				
1.95	St. Michael's	Uxton	St. Michael's	100	100	0	100	100											

[illegible]

List of Schools in operation on the 31st December, 1871.—Province of Queen's County of Tyrone—continued.

Number.	Act of 1845 or 1867.	Parish.	Enrolment.	School.	Proprietor or Patron.	Religious Proprietorship or Patronage.		Teacher and Assistant Teacher.		Attendance for the Year.				Attendance for the Year.			Attendance in the House of the Year.		Amount of Total Endowment received by Act of 1845.	Remarks.
						Method.	By.	Male.	Female.	Male.	Female.	Total.	Average Daily Attendance.	Boys.	Girls.	Total.	Boys.	Girls.		
110	1845	Termonmaguirk.	15	Williamstown.	R.C.	-	-	R.C.	-	41	126	167	35	2	4	6	14	0	11	
111	1845	Do.	14	Donaghadee.	R.C.	-	-	R.C.	-	40	125	165	35	2	4	6	14	0	11	
112	1845	Do.	13	Donaghadee.	R.C.	-	-	R.C.	-	39	124	163	35	2	4	6	14	0	11	
113	1845	Do.	12	Donaghadee.	R.C.	-	-	R.C.	-	38	123	161	35	2	4	6	14	0	11	
114	1845	Do.	11	Donaghadee.	R.C.	-	-	R.C.	-	37	122	159	35	2	4	6	14	0	11	
115	1845	Do.	10	Donaghadee.	R.C.	-	-	R.C.	-	36	121	157	35	2	4	6	14	0	11	
116	1845	Do.	9	Donaghadee.	R.C.	-	-	R.C.	-	35	120	155	35	2	4	6	14	0	11	
117	1845	Do.	8	Donaghadee.	R.C.	-	-	R.C.	-	34	119	153	35	2	4	6	14	0	11	
118	1845	Do.	7	Donaghadee.	R.C.	-	-	R.C.	-	33	118	151	35	2	4	6	14	0	11	
119	1845	Do.	6	Donaghadee.	R.C.	-	-	R.C.	-	32	117	149	35	2	4	6	14	0	11	
120	1845	Do.	5	Donaghadee.	R.C.	-	-	R.C.	-	31	116	147	35	2	4	6	14	0	11	
121	1845	Do.	4	Donaghadee.	R.C.	-	-	R.C.	-	30	115	145	35	2	4	6	14	0	11	
122	1845	Do.	3	Donaghadee.	R.C.	-	-	R.C.	-	29	114	143	35	2	4	6	14	0	11	
123	1845	Do.	2	Donaghadee.	R.C.	-	-	R.C.	-	28	113	141	35	2	4	6	14	0	11	
124	1845	Do.	1	Donaghadee.	R.C.	-	-	R.C.	-	27	112	139	35	2	4	6	14	0	11	
125	1845	Do.	0	Donaghadee.	R.C.	-	-	R.C.	-	26	111	137	35	2	4	6	14	0	11	
126	1845	Do.	0	Donaghadee.	R.C.	-	-	R.C.	-	25	110	135	35	2	4	6	14	0	11	
127	1845	Do.	0	Donaghadee.	R.C.	-	-	R.C.	-	24	109	133	35	2	4	6	14	0	11	
128	1845	Do.	0	Donaghadee.	R.C.	-	-	R.C.	-	23	108	131	35	2	4	6	14	0	11	
129	1845	Do.	0	Donaghadee.	R.C.	-	-	R.C.	-	22	107	129	35	2	4	6	14	0	11	
130	1845	Do.	0	Donaghadee.	R.C.	-	-	R.C.	-	21	106	127	35	2	4	6	14	0	11	
131	1845	Do.	0	Donaghadee.	R.C.	-	-	R.C.	-	20	105	125	35	2	4	6	14	0	11	
132	1845	Do.	0	Donaghadee.	R.C.	-	-	R.C.	-	19	104	123	35	2	4	6	14	0	11	
133	1845	Do.	0	Donaghadee.	R.C.	-	-	R.C.	-	18	103	121	35	2	4	6	14	0	11	
134	1845	Do.	0	Donaghadee.	R.C.	-	-	R.C.	-	17	102	119	35	2	4	6	14	0	11	
135	1845	Do.	0	Donaghadee.	R.C.	-	-	R.C.	-	16	101	117	35	2	4	6	14	0	11	
136	1845	Do.	0	Donaghadee.	R.C.	-	-	R.C.	-	15	100	115	35	2	4	6	14	0	11	
137	1845	Do.	0	Donaghadee.	R.C.	-	-	R.C.	-	14	99	113	35	2	4	6	14	0	11	
138	1845	Do.	0	Donaghadee.	R.C.	-	-	R.C.	-	13	98	111	35	2	4	6	14	0	11	
139	1845	Do.	0	Donaghadee.	R.C.	-	-	R.C.	-	12	97	109	35	2	4	6	14	0	11	
140	1845	Do.	0	Donaghadee.	R.C.	-	-	R.C.	-	11	96	107	35	2	4	6	14	0	11	
141	1845	Do.	0	Donaghadee.	R.C.	-	-	R.C.	-	10	95	105	35	2	4	6	14	0	11	
142	1845	Do.	0	Donaghadee.	R.C.	-	-	R.C.	-	9	94	103	35	2	4	6	14	0	11	
143	1845	Do.	0	Donaghadee.	R.C.	-	-	R.C.	-	8	93	101	35	2	4	6	14	0	11	
144	1845	Do.	0	Donaghadee.	R.C.	-	-	R.C.	-	7	92	99	35	2	4	6	14	0	11	
145	1845	Do.	0	Donaghadee.	R.C.	-	-	R.C.	-	6	91	97	35	2	4	6	14	0	11	
146	1845	Do.	0	Donaghadee.	R.C.	-	-	R.C.	-	5	90	95	35	2	4	6	14	0	11	
147	1845	Do.	0	Donaghadee.	R.C.	-	-	R.C.	-	4	89	93	35	2	4	6	14	0	11	
148	1845	Do.	0	Donaghadee.	R.C.	-	-	R.C.	-	3	88	91	35	2	4	6	14	0	11	
149	1845	Do.	0	Donaghadee.	R.C.	-	-	R.C.	-	2	87	89	35	2	4	6	14	0	11	
150	1845	Do.	0	Donaghadee.	R.C.	-	-	R.C.	-	1	86	87	35	2	4	6	14	0	11	
151	1845	Do.	0	Donaghadee.	R.C.	-	-	R.C.	-	0	85	85	35	2	4	6	14	0	11	
152	1845	Do.	0	Donaghadee.	R.C.	-	-	R.C.	-	0	84	84	35	2	4	6	14	0	11	
153	1845	Do.	0	Donaghadee.	R.C.	-	-	R.C.	-	0	83	83	35	2	4	6	14	0	11	
154	1845	Do.	0	Donaghadee.	R.C.	-	-	R.C.	-	0	82	82	35	2	4	6	14	0	11	
155	1845	Do.	0	Donaghadee.	R.C.	-	-	R.C.	-	0	81	81	35	2	4	6	14	0	11	
156	1845	Do.	0	Donaghadee.	R.C.	-	-	R.C.	-	0	80	80	35	2	4	6	14	0	11	
157	1845	Do.	0	Donaghadee.	R.C.	-	-	R.C.	-	0	79	79	35	2	4	6	14	0	11	
158	1845	Do.	0	Donaghadee.	R.C.	-	-	R.C.	-	0	78	78	35	2	4	6	14	0	11	
159	1845	Do.	0	Donaghadee.	R.C.	-	-	R.C.	-	0	77	77	35	2	4	6	14	0	11	
160	1845	Do.	0	Donaghadee.	R.C.	-	-	R.C.	-	0	76	76	35	2	4	6	14	0	11	
161	1845	Do.	0	Donaghadee.	R.C.	-	-	R.C.	-	0	75	75	35	2	4	6	14	0	11	
162	1845	Do.	0	Donaghadee.	R.C.	-	-	R.C.	-	0	74	74	35	2	4	6	14	0	11	
163	1845	Do.	0	Donaghadee.	R.C.	-	-	R.C.	-	0	73	73	35	2	4	6	14	0	11	
164	1845	Do.	0	Donaghadee.	R.C.	-	-	R.C.	-	0	72	72	35	2	4	6	14	0	11	
165	1845	Do.	0	Donaghadee.	R.C.	-	-	R.C.	-	0	71	71	35	2	4	6	14	0	11	
166	1845	Do.	0	Donaghadee.	R.C.	-	-	R.C.	-	0	70	70	35	2	4	6	14	0	11	
167	1845	Do.	0	Donaghadee.	R.C.	-	-	R.C.	-	0	69	69	35	2	4	6	14	0	11	
168	1845	Do.	0	Donaghadee.	R.C.	-	-	R.C.	-	0	68	68	35	2	4	6	14	0	11	
169	1845	Do.	0	Donaghadee.	R.C.	-	-	R.C.	-	0	67	67	35	2	4	6	14	0	11	
170	1845	Do.	0	Donaghadee.	R.C.	-	-	R.C.	-	0	66	66	35	2	4	6	14	0	11	
171	1845	Do.	0	Donaghadee.	R.C.	-	-	R.C.	-	0	65	65	35	2	4	6	14	0	11	
172	1845	Do.	0	Donaghadee.	R.C.	-	-	R.C.	-	0	64	64	35	2	4	6	14	0	11	
173	1845	Do.	0	Donaghadee.	R.C.	-	-	R.C.	-	0	63	63	35	2	4	6	14	0	11	
174	1845	Do.	0	Donaghadee.	R.C.	-	-	R.C.	-	0	62	62	35	2	4	6	14	0	11	
175	1845	Do.	0	Donaghadee.	R.C.	-	-	R.C.	-	0	61	61	35	2	4	6	14	0	11	
176	1845	Do.	0	Donaghadee.	R.C.	-	-	R.C.	-	0	60	60	35	2	4	6	14	0	11	
177	1845	Do.	0	Donaghadee.	R.C.	-	-	R.C.	-	0	59	59	35	2	4	6	14	0	11	
178	1845	Do.	0	Donaghadee.	R.C.	-	-	R.C.	-	0	58	58	35	2	4	6	14	0	11	
179	1845	Do.	0	Donaghadee.	R.C.	-	-	R.C.	-	0	57	57	35	2	4	6	14	0	11	
180	1845	Do.	0	Donaghadee.	R.C.	-	-	R.C.	-	0	56	56	35	2	4	6	14	0	11	
181	1845	Do.	0	Donaghadee.	R.C.	-	-	R.C.	-	0	55	55	35	2	4	6	14	0	11	
182	1845	Do.	0	Donaghadee.	R.C.	-	-	R.C.	-	0	54	54	35	2	4	6	14	0	11	
183	1845	Do.	0	Donaghadee.	R.C.	-	-	R.C.	-	0	53	53	35	2	4	6	14	0	11	
184	1845	Do.	0	Donaghadee.	R.C.	-	-	R.C.	-	0	52	52	35	2	4	6	14	0	11	
185	1845	Do.	0	Donaghadee.	R.C.	-	-	R.C.	-	0	51	51	35	2	4	6	14	0	11	
186	1845	Do.	0	Donaghadee.	R.C.	-	-	R.C.	-	0	50	50	35	2	4	6	14	0	11	
187	1845	Do.	0	Donaghadee.	R.C.	-	-	R.C.	-	0	49	49	35	2	4	6	14	0	11	
188	1845	Do.	0	Donaghadee.	R.C.	-	-	R.C.	-	0	48	48	35	2	4	6	14	0	11	
189	1845	Do.	0	Donaghadee.	R.C.	-	-	R.C.	-	0	47	47	35	2	4	6	14	0	11	
190	1845	Do.	0	Donaghadee.	R.C.	-	-	R.C.	-	0	46	46	35	2	4	6	14	0	11	
191	1845	Do.	0	Donaghadee.	R.C.	-	-	R.C.	-	0	45	45	35	2	4	6	14	0	11	
192	1845	Do.	0	Donaghadee.	R.C.	-	-	R.C.	-	0	44	44	35	2	4	6	14	0	11	
193	1845	Do.	0	Don																

List of Schools in operation on the 31st December, 1891.—Parishes of Keweenaw: County of Chase—continued.

Rank	List Number of School	Parish	School	Teacher	Average Monthly Attendance		Number and Average Age of Pupils		Attendance for the Year			Amount paid for Books, Fuel, &c.		All granted by the Board during the year		Amount of Special Contributions received for school during the year		Comments	
					Total	Avg.	Total	Avg.	Total number of Pupils Attending the Year			Total	Per Pupil	To Parents, Teachers, &c.	To Grants, Bounties, &c.	Total	Per Pupil		
									Boys	Girls	Total								
10	1000	St. John's	St. John's	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	
11	1001	St. John's	St. John's	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	
12	1002	St. John's	St. John's	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	
13	1003	St. John's	St. John's	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	
14	1004	St. John's	St. John's	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	
15	1005	St. John's	St. John's	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	
16	1006	St. John's	St. John's	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	
17	1007	St. John's	St. John's	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	
18	1008	St. John's	St. John's	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	
19	1009	St. John's	St. John's	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	
20	1010	St. John's	St. John's	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	
21	1011	St. John's	St. John's	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	
22	1012	St. John's	St. John's	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	
23	1013	St. John's	St. John's	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	
24	1014	St. John's	St. John's	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	
25	1015	St. John's	St. John's	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	
26	1016	St. John's	St. John's	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	
27	1017	St. John's	St. John's	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	
28	1018	St. John's	St. John's	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	
29	1019	St. John's	St. John's	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	
30	1020	St. John's	St. John's	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	
31	1021	St. John's	St. John's	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	
32	1022	St. John's	St. John's	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	
33	1023	St. John's	St. John's	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	
34	1024	St. John's	St. John's	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	
35	1025	St. John's	St. John's	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	
36	1026	St. John's	St. John's	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	
37	1027	St. John's	St. John's	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	
38	1028	St. John's	St. John's	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	
39	1029	St. John's	St. John's	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	
40	1030	St. John's	St. John's	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	
41	1031	St. John's	St. John's	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	
42	1032	St. John's	St. John's	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	
43	1033	St. John's	St. John's	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	
44	1034	St. John's	St. John's	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	
45	1035	St. John's	St. John's	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	
46	1036	St. John's	St. John's	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	
47	1037	St. John's	St. John's	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	
48	1038	St. John's	St. John's	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	
49	1039	St. John's	St. John's	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	
50	1040	St. John's	St. John's	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	

[illegible]

List of Schools in operation on the 31st December, 1871.—Province of Minnesota. County of Chisago—continued.

Number	Real Estate Value	Parish	District	School	Value of School House	Number of Pupils		Teacher and Salary	Attendance for the Year			Amount paid for Fuel	All expenses of the School during the year		Amount of Land	Remarks				
						Boys	Girls		Total	Average	Total		For Fuel	For Salaries and other expenses						
100	2100	School	10	Lafayette	200	10	10	10	10	10	10	10	10	10	10	This school was closed.				
101	2100	Do	10	Do	200	10	10	10	10	10	10	10	10	10	10					
102	2100	Do	10	Do	200	10	10	10	10	10	10	10	10	10	10					
103	2100	Do	10	Do	200	10	10	10	10	10	10	10	10	10	10					
104	2100	Do	10	Do	200	10	10	10	10	10	10	10	10	10	10					
105	2100	Do	10	Do	200	10	10	10	10	10	10	10	10	10	10					
106	2100	Do	10	Do	200	10	10	10	10	10	10	10	10	10	10					
107	2100	Do	10	Do	200	10	10	10	10	10	10	10	10	10	10					
108	2100	Do	10	Do	200	10	10	10	10	10	10	10	10	10	10					
109	2100	Do	10	Do	200	10	10	10	10	10	10	10	10	10	10					
110	2100	Do	10	Do	200	10	10	10	10	10	10	10	10	10	10	This school was closed.				
111	2100	Do	10	Do	200	10	10	10	10	10	10	10	10	10	10					
112	2100	Do	10	Do	200	10	10	10	10	10	10	10	10	10	10					
113	2100	Do	10	Do	200	10	10	10	10	10	10	10	10	10	10					
114	2100	Do	10	Do	200	10	10	10	10	10	10	10	10	10	10					
115	2100	Do	10	Do	200	10	10	10	10	10	10	10	10	10	10					
116	2100	Do	10	Do	200	10	10	10	10	10	10	10	10	10	10					
117	2100	Do	10	Do	200	10	10	10	10	10	10	10	10	10	10					
118	2100	Do	10	Do	200	10	10	10	10	10	10	10	10	10	10					
119	2100	Do	10	Do	200	10	10	10	10	10	10	10	10	10	10					
120	2100	Do	10	Do	200	10	10	10	10	10	10	10	10	10	10	This school was closed.				
121	2100	Do	10	Do	200	10	10	10	10	10	10	10	10	10	10					
122	2100	Do	10	Do	200	10	10	10	10	10	10	10	10	10	10					
123	2100	Do	10	Do	200	10	10	10	10	10	10	10	10	10	10					
124	2100	Do	10	Do	200	10	10	10	10	10	10	10	10	10	10					
125	2100	Do	10	Do	200	10	10	10	10	10	10	10	10	10	10					
126	2100	Do	10	Do	200	10	10	10	10	10	10	10	10	10	10					
127	2100	Do	10	Do	200	10	10	10	10	10	10	10	10	10	10					
128	2100	Do	10	Do	200	10	10	10	10	10	10	10	10	10	10					
129	2100	Do	10	Do	200	10	10	10	10	10	10	10	10	10	10					
130	2100	Do	10	Do	200	10	10	10	10	10	10	10	10	10	10	This school was closed.				
131	2100	Do	10	Do	200	10	10	10	10	10	10	10	10	10	10					
132	2100	Do	10	Do	200	10	10	10	10	10	10	10	10	10	10					
133	2100	Do	10	Do	200	10	10	10	10	10	10	10	10	10	10					
134	2100	Do	10	Do	200	10	10	10	10	10	10	10	10	10	10					
135	2100	Do	10	Do	200	10	10	10	10	10	10	10	10	10	10					
136	2100	Do	10	Do	200	10	10	10	10	10	10	10	10	10	10					
137	2100	Do	10	Do	200	10	10	10	10	10	10	10	10	10	10					
138	2100	Do	10	Do	200	10	10	10	10	10	10	10	10	10	10					
139	2100	Do	10	Do	200	10	10	10	10	10	10	10	10	10	10					
140	2100	Do	10	Do	200	10	10	10	10	10	10	10	10	10	10	This school was closed.				
141	2100	Do	10	Do	200	10	10	10	10	10	10	10	10	10	10					
142	2100	Do	10	Do	200	10	10	10	10	10	10	10	10	10	10					
143	2100	Do	10	Do	200	10	10	10	10	10	10	10	10	10	10					
144	2100	Do	10	Do	200	10	10	10	10	10	10	10	10	10	10					
145	2100	Do	10	Do	200	10	10	10	10	10	10	10	10	10	10					
146	2100	Do	10	Do	200	10	10	10	10	10	10	10	10	10	10					
147	2100	Do	10	Do	200	10	10	10	10	10	10	10	10	10	10					
148	2100	Do	10	Do	200	10	10	10	10	10	10	10	10	10	10					
149	2100	Do	10	Do	200	10	10	10	10	10	10	10	10	10	10					
150	2100	Do	10	Do	200	10	10	10	10	10	10	10	10	10	10	This school was closed.				
151	2100	Do	10	Do	200	10	10	10	10	10	10	10	10	10	10					
152	2100	Do	10	Do	200	10	10	10	10	10	10	10	10	10	10					
153	2100	Do	10	Do	200	10	10	10	10	10	10	10	10	10	10					
154	2100	Do	10	Do	200	10	10	10	10	10	10	10	10	10	10					
155	2100	Do	10	Do	200	10	10	10	10	10	10	10	10	10	10					
156	2100	Do	10	Do	200	10	10	10	10	10	10	10	10	10	10					
157	2100	Do	10	Do	200	10	10	10	10	10	10	10	10	10	10					
158	2100	Do	10	Do	200	10	10	10	10	10	10	10	10	10	10					
159	2100	Do	10	Do	200	10	10	10	10	10	10	10	10	10	10					

Year	Month	Day	Location	Time	Temperature	Wind	Clouds	Remarks
1900	Jan	1	London	10	40	SE	100	Clear
1900	Jan	2	London	10	40	SE	100	Clear
1900	Jan	3	London	10	40	SE	100	Clear
1900	Jan	4	London	10	40	SE	100	Clear
1900	Jan	5	London	10	40	SE	100	Clear
1900	Jan	6	London	10	40	SE	100	Clear
1900	Jan	7	London	10	40	SE	100	Clear
1900	Jan	8	London	10	40	SE	100	Clear
1900	Jan	9	London	10	40	SE	100	Clear
1900	Jan	10	London	10	40	SE	100	Clear
1900	Jan	11	London	10	40	SE	100	Clear
1900	Jan	12	London	10	40	SE	100	Clear
1900	Jan	13	London	10	40	SE	100	Clear
1900	Jan	14	London	10	40	SE	100	Clear
1900	Jan	15	London	10	40	SE	100	Clear
1900	Jan	16	London	10	40	SE	100	Clear
1900	Jan	17	London	10	40	SE	100	Clear
1900	Jan	18	London	10	40	SE	100	Clear
1900	Jan	19	London	10	40	SE	100	Clear
1900	Jan	20	London	10	40	SE	100	Clear
1900	Jan	21	London	10	40	SE	100	Clear
1900	Jan	22	London	10	40	SE	100	Clear
1900	Jan	23	London	10	40	SE	100	Clear
1900	Jan	24	London	10	40	SE	100	Clear
1900	Jan	25	London	10	40	SE	100	Clear
1900	Jan	26	London	10	40	SE	100	Clear
1900	Jan	27	London	10	40	SE	100	Clear
1900	Jan	28	London	10	40	SE	100	Clear
1900	Jan	29	London	10	40	SE	100	Clear
1900	Jan	30	London	10	40	SE	100	Clear
1900	Jan	31	London	10	40	SE	100	Clear

List of Schools in operation on the 31st December, 1871.—Previous of HENRY: County of Conn.—continued.

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List of Schools in operation on the 31st December, 1881.—Province of Maryland: County of Cecil.—continued.

Number	Full Name of School	Pupils	School	Number of Teachers	Religious Instruction or Discipline		Physical and Moral Instruction or Training		Attendance for the Year				Amount paid for Salaries, Fuel, and Expenses of School	All money for the school during the year		Amount of Special Funds received during the year	Comments on School
					Catholic	Lutheran	Methodist	Other	Total number of Pupils on Roll during the Year			Average Daily Attendance		By State, District, and Application	By Private Donations, &c.		
									Males	Females	Total						
100	St. Andrew's, Cecil	100	St. Andrew's, Cecil	1					100	100	100	100					
101	St. John's, Cecil	101	St. John's, Cecil	1					101	101	101	101					
102	St. Peter's, Cecil	102	St. Peter's, Cecil	1					102	102	102	102					
103	St. Paul's, Cecil	103	St. Paul's, Cecil	1					103	103	103	103					
104	St. James's, Cecil	104	St. James's, Cecil	1					104	104	104	104					
105	St. George's, Cecil	105	St. George's, Cecil	1					105	105	105	105					
106	St. Michael's, Cecil	106	St. Michael's, Cecil	1					106	106	106	106					
107	St. Elizabeth's, Cecil	107	St. Elizabeth's, Cecil	1					107	107	107	107					
108	St. Ann's, Cecil	108	St. Ann's, Cecil	1					108	108	108	108					
109	St. Francis's, Cecil	109	St. Francis's, Cecil	1					109	109	109	109					
110	St. Clare's, Cecil	110	St. Clare's, Cecil	1					110	110	110	110					
111	St. Rose's, Cecil	111	St. Rose's, Cecil	1					111	111	111	111					
112	St. Agnes's, Cecil	112	St. Agnes's, Cecil	1					112	112	112	112					
113	St. Mary's, Cecil	113	St. Mary's, Cecil	1					113	113	113	113					
114	St. Ann's, Cecil	114	St. Ann's, Cecil	1					114	114	114	114					
115	St. Elizabeth's, Cecil	115	St. Elizabeth's, Cecil	1					115	115	115	115					
116	St. Francis's, Cecil	116	St. Francis's, Cecil	1					116	116	116	116					
117	St. Clare's, Cecil	117	St. Clare's, Cecil	1					117	117	117	117					
118	St. Rose's, Cecil	118	St. Rose's, Cecil	1					118	118	118	118					
119	St. Agnes's, Cecil	119	St. Agnes's, Cecil	1					119	119	119	119					
120	St. Mary's, Cecil	120	St. Mary's, Cecil	1					120	120	120	120					

Station		Date		Time		Temperature		Direction		Force		State		Remarks	
No.	Name	Day	Month	Hour	Minute	Bar.	Therm.	Wind	Force	Clouds	Moisture	Direction	Force	State	Remarks
1	St. Mary's	1	Jan	1	00	30.0	32.0	W	10	100	100	W	10	100	100
2	St. Mary's	2	Jan	2	00	30.0	32.0	W	10	100	100	W	10	100	100
3	St. Mary's	3	Jan	3	00	30.0	32.0	W	10	100	100	W	10	100	100
4	St. Mary's	4	Jan	4	00	30.0	32.0	W	10	100	100	W	10	100	100
5	St. Mary's	5	Jan	5	00	30.0	32.0	W	10	100	100	W	10	100	100
6	St. Mary's	6	Jan	6	00	30.0	32.0	W	10	100	100	W	10	100	100
7	St. Mary's	7	Jan	7	00	30.0	32.0	W	10	100	100	W	10	100	100
8	St. Mary's	8	Jan	8	00	30.0	32.0	W	10	100	100	W	10	100	100
9	St. Mary's	9	Jan	9	00	30.0	32.0	W	10	100	100	W	10	100	100
10	St. Mary's	10	Jan	10	00	30.0	32.0	W	10	100	100	W	10	100	100
11	St. Mary's	11	Jan	11	00	30.0	32.0	W	10	100	100	W	10	100	100
12	St. Mary's	12	Jan	12	00	30.0	32.0	W	10	100	100	W	10	100	100
13	St. Mary's	13	Jan	13	00	30.0	32.0	W	10	100	100	W	10	100	100
14	St. Mary's	14	Jan	14	00	30.0	32.0	W	10	100	100	W	10	100	100
15	St. Mary's	15	Jan	15	00	30.0	32.0	W	10	100	100	W	10	100	100
16	St. Mary's	16	Jan	16	00	30.0	32.0	W	10	100	100	W	10	100	100
17	St. Mary's	17	Jan	17	00	30.0	32.0	W	10	100	100	W	10	100	100
18	St. Mary's	18	Jan	18	00	30.0	32.0	W	10	100	100	W	10	100	100
19	St. Mary's	19	Jan	19	00	30.0	32.0	W	10	100	100	W	10	100	100
20	St. Mary's	20	Jan	20	00	30.0	32.0	W	10	100	100	W	10	100	100
21	St. Mary's	21	Jan	21	00	30.0	32.0	W	10	100	100	W	10	100	100
22	St. Mary's	22	Jan	22	00	30.0	32.0	W	10	100	100	W	10	100	100
23	St. Mary's	23	Jan	23	00	30.0	32.0	W	10	100	100	W	10	100	100
24	St. Mary's	24	Jan	24	00	30.0	32.0	W	10	100	100	W	10	100	100
25	St. Mary's	25	Jan	25	00	30.0	32.0	W	10	100	100	W	10	100	100
26	St. Mary's	26	Jan	26	00	30.0	32.0	W	10	100	100	W	10	100	100
27	St. Mary's	27	Jan	27	00	30.0	32.0	W	10	100	100	W	10	100	100
28	St. Mary's	28	Jan	28	00	30.0	32.0	W	10	100	100	W	10	100	100
29	St. Mary's	29	Jan	29	00	30.0	32.0	W	10	100	100	W	10	100	100
30	St. Mary's	30	Jan	30	00	30.0	32.0	W	10	100	100	W	10	100	100
31	St. Mary's	31	Jan	31	00	30.0	32.0	W	10	100	100	W	10	100	100

List of Schools in operation on the 31st December, 1871.—Province of New Brunswick: County of Coles—continued.

Number	School No.	Parish.	Denomin.	School.	Period of Session.	Enrollment		Average Daily Attendance		Expenditure for the Year				Amount paid for Books, Stationery, Fuel, &c.	All granted by the Board during the year.			Amount of Loans repaid during the year.	Remarks.
						Boys.	Girls.	Total.	Total.	Expenditure of Pupils in the course of the Year.			Total.		For Books, Stationery, and other Supplies.	For Fuel, Light, and other Expenses.	For Salaries, Teachers, and other Expenses.		
										Books.	Stationery.	Fuel.							
410	411	St. George's,	R.	St. George's,	1871	110	20	130	100	100	100	100	100	100	100	100	100	Temporary building year.	
411	412	St. George's,	R.	St. George's,	1871	110	20	130	100	100	100	100	100	100	100	100	100		
412	413	St. George's,	R.	St. George's,	1871	110	20	130	100	100	100	100	100	100	100	100	100		
413	414	St. George's,	R.	St. George's,	1871	110	20	130	100	100	100	100	100	100	100	100	100	Building done.	
414	415	St. George's,	R.	St. George's,	1871	110	20	130	100	100	100	100	100	100	100	100	100		
415	416	St. George's,	R.	St. George's,	1871	110	20	130	100	100	100	100	100	100	100	100	100		
416	417	St. George's,	R.	St. George's,	1871	110	20	130	100	100	100	100	100	100	100	100	100	Building done.	
417	418	St. George's,	R.	St. George's,	1871	110	20	130	100	100	100	100	100	100	100	100	100		
418	419	St. George's,	R.	St. George's,	1871	110	20	130	100	100	100	100	100	100	100	100	100		
419	420	St. George's,	R.	St. George's,	1871	110	20	130	100	100	100	100	100	100	100	100	100	Building done.	
420	421	St. George's,	R.	St. George's,	1871	110	20	130	100	100	100	100	100	100	100	100	100		
421	422	St. George's,	R.	St. George's,	1871	110	20	130	100	100	100	100	100	100	100	100	100		
422	423	St. George's,	R.	St. George's,	1871	110	20	130	100	100	100	100	100	100	100	100	100	Building done.	
423	424	St. George's,	R.	St. George's,	1871	110	20	130	100	100	100	100	100	100	100	100	100		
424	425	St. George's,	R.	St. George's,	1871	110	20	130	100	100	100	100	100	100	100	100	100		
425	426	St. George's,	R.	St. George's,	1871	110	20	130	100	100	100	100	100	100	100	100	100	Building done.	
426	427	St. George's,	R.	St. George's,	1871	110	20	130	100	100	100	100	100	100	100	100	100		
427	428	St. George's,	R.	St. George's,	1871	110	20	130	100	100	100	100	100	100	100	100	100		
428	429	St. George's,	R.	St. George's,	1871	110	20	130	100	100	100	100	100	100	100	100	100	Building done.	
429	430	St. George's,	R.	St. George's,	1871	110	20	130	100	100	100	100	100	100	100	100	100		
430	431	St. George's,	R.	St. George's,	1871	110	20	130	100	100	100	100	100	100	100	100	100		
431	432	St. George's,	R.	St. George's,	1871	110	20	130	100	100	100	100	100	100	100	100	100	Building done.	
432	433	St. George's,	R.	St. George's,	1871	110	20	130	100	100	100	100	100	100	100	100	100		
433	434	St. George's,	R.	St. George's,	1871	110	20	130	100	100	100	100	100	100	100	100	100		
434	435	St. George's,	R.	St. George's,	1871	110	20	130	100	100	100	100	100	100	100	100	100	Building done.	
435	436	St. George's,	R.	St. George's,	1871	110	20	130	100	100	100	100	100	100	100	100	100		
436	437	St. George's,	R.	St. George's,	1871	110	20	130	100	100	100	100	100	100	100	100	100		
437	438	St. George's,	R.	St. George's,	1871	110	20	130	100	100	100	100	100	100	100	100	100	Building done.	
438	439	St. George's,	R.	St. George's,	1871	110	20	130	100	100	100	100	100	100	100	100	100		
439	440	St. George's,	R.	St. George's,	1871	110	20	130	100	100	100	100	100	100	100	100	100		

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Year	Month	Day	Place	Time	Lat.	Long.	Alt.	Temp.	Wind	Clouds	Remarks
1880	Jan	1	San Francisco	10:00	37° 45' N	122° 30' W	100	45	SE	100	Clear
1880	Jan	2	San Francisco	10:00	37° 45' N	122° 30' W	100	45	SE	100	Clear
1880	Jan	3	San Francisco	10:00	37° 45' N	122° 30' W	100	45	SE	100	Clear
1880	Jan	4	San Francisco	10:00	37° 45' N	122° 30' W	100	45	SE	100	Clear
1880	Jan	5	San Francisco	10:00	37° 45' N	122° 30' W	100	45	SE	100	Clear
1880	Jan	6	San Francisco	10:00	37° 45' N	122° 30' W	100	45	SE	100	Clear
1880	Jan	7	San Francisco	10:00	37° 45' N	122° 30' W	100	45	SE	100	Clear
1880	Jan	8	San Francisco	10:00	37° 45' N	122° 30' W	100	45	SE	100	Clear
1880	Jan	9	San Francisco	10:00	37° 45' N	122° 30' W	100	45	SE	100	Clear
1880	Jan	10	San Francisco	10:00	37° 45' N	122° 30' W	100	45	SE	100	Clear
1880	Jan	11	San Francisco	10:00	37° 45' N	122° 30' W	100	45	SE	100	Clear
1880	Jan	12	San Francisco	10:00	37° 45' N	122° 30' W	100	45	SE	100	Clear
1880	Jan	13	San Francisco	10:00	37° 45' N	122° 30' W	100	45	SE	100	Clear
1880	Jan	14	San Francisco	10:00	37° 45' N	122° 30' W	100	45	SE	100	Clear
1880	Jan	15	San Francisco	10:00	37° 45' N	122° 30' W	100	45	SE	100	Clear
1880	Jan	16	San Francisco	10:00	37° 45' N	122° 30' W	100	45	SE	100	Clear
1880	Jan	17	San Francisco	10:00	37° 45' N	122° 30' W	100	45	SE	100	Clear
1880	Jan	18	San Francisco	10:00	37° 45' N	122° 30' W	100	45	SE	100	Clear
1880	Jan	19	San Francisco	10:00	37° 45' N	122° 30' W	100	45	SE	100	Clear
1880	Jan	20	San Francisco	10:00	37° 45' N	122° 30' W	100	45	SE	100	Clear
1880	Jan	21	San Francisco	10:00	37° 45' N	122° 30' W	100	45	SE	100	Clear
1880	Jan	22	San Francisco	10:00	37° 45' N	122° 30' W	100	45	SE	100	Clear
1880	Jan	23	San Francisco	10:00	37° 45' N	122° 30' W	100	45	SE	100	Clear
1880	Jan	24	San Francisco	10:00	37° 45' N	122° 30' W	100	45	SE	100	Clear
1880	Jan	25	San Francisco	10:00	37° 45' N	122° 30' W	100	45	SE	100	Clear
1880	Jan	26	San Francisco	10:00	37° 45' N	122° 30' W	100	45	SE	100	Clear
1880	Jan	27	San Francisco	10:00	37° 45' N	122° 30' W	100	45	SE	100	Clear
1880	Jan	28	San Francisco	10:00	37° 45' N	122° 30' W	100	45	SE	100	Clear
1880	Jan	29	San Francisco	10:00	37° 45' N	122° 30' W	100	45	SE	100	Clear
1880	Jan	30	San Francisco	10:00	37° 45' N	122° 30' W	100	45	SE	100	Clear
1880	Jan	31	San Francisco	10:00	37° 45' N	122° 30' W	100	45	SE	100	Clear

List of Schools in operation on the 31st December, 1971.—Province of Buenos Aires: County of Entre—continued.

Rank	Full Name and Address	Folio	Status	School	Total in class	Subject		Number and Nature of Contributions		Attendance for the Year			Amount paid for books, stationery, etc.	Amount paid for board			Amount of board received in aid of salary	Comments		
						or Character of Contribution		Total		Value of Contributions Made within the Year				Amount paid for board	Amount paid for board	Amount paid for board				
						Class	For	Value	For	Value	For	Value							For	Value
100	1004	Elkridge,	PT	Elkridge school, exp.			R.O.	100					100							
101	1005	Do		Do			R.O.	100					100							
102	1006	Do		Do			R.O.	100					100							
103	1007	Do		Do			R.O.	100					100							
104	1008	Do		Do			R.O.	100					100							
105	1009	Do		Do			R.O.	100					100							
106	1010	Do		Do			R.O.	100					100							
107	1011	Do		Do			R.O.	100					100							
108	1012	Do		Do			R.O.	100					100							
109	1013	Do		Do			R.O.	100					100							
110	1014	Do		Do			R.O.	100					100							
111	1015	Do		Do			R.O.	100					100							
112	1016	Do		Do			R.O.	100					100							
113	1017	Do		Do			R.O.	100					100							
114	1018	Do		Do			R.O.	100					100							
115	1019	Do		Do			R.O.	100					100							
116	1020	Do		Do			R.O.	100					100							
117	1021	Do		Do			R.O.	100					100							
118	1022	Do		Do			R.O.	100					100							
119	1023	Do		Do			R.O.	100					100							
120	1024	Do		Do			R.O.	100					100							
121	1025	Do		Do			R.O.	100					100							
122	1026	Do		Do			R.O.	100					100							
123	1027	Do		Do			R.O.	100					100							
124	1028	Do		Do			R.O.	100					100							
125	1029	Do		Do			R.O.	100					100							
126	1030	Do		Do			R.O.	100					100							
127	1031	Do		Do			R.O.	1												

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1870	1871	1872	1873	1874	1875	1876	1877	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910	1911	1912	1913	1914	1915	1916	1917	1918	1919	1920	1921	1922	1923	1924	1925	1926	1927	1928	1929	1930	1931	1932	1933	1934	1935	1936	1937	1938	1939	1940	1941	1942	1943	1944	1945	1946	1947	1948	1949	1950	1951	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2085	2086	2087	2088	2089	2090	2091	2092	2093	2094	2095	2096	2097	2098	2099	2100	2101	2102	2103	2104	2105	2106	2107	2108	2109	2110	2111	2112	2113	2114	2115	2116	2117	2118	2119	2120	2121	2122	2123	2124	2125	2126	2127	2128	2129	2130	2131	2132	2133	2134	2135	2136	2137	2138	2139	2140	2141	2142	2143	2144	2145	2146	2147	2148	2149	2150	2151	2152	2153	2154	2155	2156	2157	2158	2159	2160	2161	2162	2163	2164	2165	2166	2167	2168	2169	2170	2171	2172	2173	2174	2175	2176	2177	2178	2179	2180	2181	2182	2183	2184	2185	2186	2187	2188	2189	2190	2191	2192	2193	2194	2195	2196	2197	2198	2199	2200	2201	2202	2203	2204	2205	2206	2207	2208	2209	2210	2211	2212	2213	2214	2215	2216	2217	2218	2219	2220	2221	2222	2223	2224	2225	2226	2227	2228	2229	2230	2231	2232	2233	2234	2235	2236	2237	2238	2239	2240	2241	2242	2243	2244	2245	2246	2247	2248	2249	2250	2251	2252	2253	2254	2255	2256	2257	2258	2259	2260	2261	2262	2263	2264	2265	2266	2267	2268	2269	2270	2271	2272	2273	2274	2275	2276	2277	2278	2279	2280	2281	2282	2283	2284	2285	2286	2287	2288	2289	2290	2291	2292	2293	2294	2295	2296	2297	2298	2299	2300	2301	2302	2303	2304	2305	2306	2307	2308	2309	2310	2311	2312	2313	2314	2315	2316	2317	2318	2319	2320	2321	2322	2323</
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Year	Month	Day	Time	Location	Temperature	Wind	Clouds	Humidity	Pressure	Visibility	Notes
1907	Jan	1	10:00	St. Paul, Minn.	32	W	100	100	30.0	10	Clear
1907	Jan	2	10:00	St. Paul, Minn.	30	W	100	100	29.8	10	Clear
1907	Jan	3	10:00	St. Paul, Minn.	28	W	100	100	29.6	10	Clear
1907	Jan	4	10:00	St. Paul, Minn.	26	W	100	100	29.4	10	Clear
1907	Jan	5	10:00	St. Paul, Minn.	24	W	100	100	29.2	10	Clear
1907	Jan	6	10:00	St. Paul, Minn.	22	W	100	100	29.0	10	Clear
1907	Jan	7	10:00	St. Paul, Minn.	20	W	100	100	28.8	10	Clear
1907	Jan	8	10:00	St. Paul, Minn.	18	W	100	100	28.6	10	Clear
1907	Jan	9	10:00	St. Paul, Minn.	16	W	100	100	28.4	10	Clear
1907	Jan	10	10:00	St. Paul, Minn.	14	W	100	100	28.2	10	Clear
1907	Jan	11	10:00	St. Paul, Minn.	12	W	100	100	28.0	10	Clear
1907	Jan	12	10:00	St. Paul, Minn.	10	W	100	100	27.8	10	Clear
1907	Jan	13	10:00	St. Paul, Minn.	8	W	100	100	27.6	10	Clear
1907	Jan	14	10:00	St. Paul, Minn.	6	W	100	100	27.4	10	Clear
1907	Jan	15	10:00	St. Paul, Minn.	4	W	100	100	27.2	10	Clear
1907	Jan	16	10:00	St. Paul, Minn.	2	W	100	100	27.0	10	Clear
1907	Jan	17	10:00	St. Paul, Minn.	0	W	100	100	26.8	10	Clear
1907	Jan	18	10:00	St. Paul, Minn.	-2	W	100	100	26.6	10	Clear
1907	Jan	19	10:00	St. Paul, Minn.	-4	W	100	100	26.4	10	Clear
1907	Jan	20	10:00	St. Paul, Minn.	-6	W	100	100	26.2	10	Clear
1907	Jan	21	10:00	St. Paul, Minn.	-8	W	100	100	26.0	10	Clear
1907	Jan	22	10:00	St. Paul, Minn.	-10	W	100	100	25.8	10	Clear
1907	Jan	23	10:00	St. Paul, Minn.	-12	W	100	100	25.6	10	Clear
1907	Jan	24	10:00	St. Paul, Minn.	-14	W	100	100	25.4	10	Clear
1907	Jan	25	10:00	St. Paul, Minn.	-16	W	100	100	25.2	10	Clear
1907	Jan	26	10:00	St. Paul, Minn.	-18	W	100	100	25.0	10	Clear
1907	Jan	27	10:00	St. Paul, Minn.	-20	W	100	100	24.8	10	Clear
1907	Jan	28	10:00	St. Paul, Minn.	-22	W	100	100	24.6	10	Clear
1907	Jan	29	10:00	St. Paul, Minn.	-24	W	100	100	24.4	10	Clear
1907	Jan	30	10:00	St. Paul, Minn.	-26	W	100	100	24.2	10	Clear
1907	Jan	31	10:00	St. Paul, Minn.	-28	W	100	100	24.0	10	Clear

List of Schools in operation on the 31st December, 1871.—Province of Murreau: County of Wareham—continued.

Ranking.	Age of School.	Parish.	School.	Value of Land.	Building Fund.	Total.	Attendance for the Year.				Amount of Money Received for the Year.	The property of the School.			Amount of Money Received for the Year.	Amount of Money Received for the Year.			
							Total number of Pupils.			Average Daily Attendance.		For the Year.	For the Year.	For the Year.					
							Males.	Females.	Total.										
1	40	St. Andrew's.	St. Andrew's.	100	100	100	100	100	100	100	100	100	100	100	100	100			
2	40	St. Andrew's.	St. Andrew's.	100	100	100	100	100	100	100	100	100	100	100	100	100			
3	40	St. Andrew's.	St. Andrew's.	100	100	100	100	100	100	100	100	100	100	100	100	100			
4	40	St. Andrew's.	St. Andrew's.	100	100	100	100	100	100	100	100	100	100	100	100	100			
5	40	St. Andrew's.	St. Andrew's.	100	100	100	100	100	100	100	100	100	100	100	100	100			
6	40	St. Andrew's.	St. Andrew's.	100	100	100	100	100	100	100	100	100	100	100	100	100			
7	40	St. Andrew's.	St. Andrew's.	100	100	100	100	100	100	100	100	100	100	100	100	100			
8	40	St. Andrew's.	St. Andrew's.	100	100	100	100	100	100	100	100	100	100	100	100	100			
9	40	St. Andrew's.	St. Andrew's.	100	100	100	100	100	100	100	100	100	100	100	100	100			
10	40	St. Andrew's.	St. Andrew's.	100	100	100	100	100	100	100	100	100	100	100	100	100			
11	40	St. Andrew's.	St. Andrew's.	100	100	100	100	100	100	100	100	100	100	100	100	100			
12	40	St. Andrew's.	St. Andrew's.	100	100	100	100	100	100	100	100	100	100	100	100	100			
13	40	St. Andrew's.	St. Andrew's.	100	100	100	100	100	100	100	100	100	100	100	100	100			
14	40	St. Andrew's.	St. Andrew's.	100	100	100	100	100	100	100	100	100	100	100	100	100			
15	40	St. Andrew's.	St. Andrew's.	100	100	100	100	100	100	100	100	100	100	100	100	100			
16	40	St. Andrew's.	St. Andrew's.	100	100	100	100	100	100	100	100	100	100	100	100	100			
17	40	St. Andrew's.	St. Andrew's.	100	100	100	100	100	100	100	100	100	100	100	100	100			
18	40	St. Andrew's.	St. Andrew's.	100	100	100	100	100	100	100	100	100	100	100	100	100			
19	40	St. Andrew's.	St. Andrew's.	100	100	100	100	100	100	100	100	100	100	100	100	100			
20	40	St. Andrew's.	St. Andrew's.	100	100	100	100	100	100	100	100	100	100	100	100	100			
21	40	St. Andrew's.	St. Andrew's.	100	100	100	100	100	100	100	100	100	100	100	100	100			
22	40	St. Andrew's.	St. Andrew's.	100	100	100	100	100	100	100	100	100	100	100	100	100			
23	40	St. Andrew's.	St. Andrew's.	100	100	100	100	100	100	100	100	100	100	100	100	100			
24	40	St. Andrew's.	St. Andrew's.	100	100	100	100	100	100	100	100	100	100	100	100	100			
25	40	St. Andrew's.	St. Andrew's.	100	100	100	100	100	100	100	100	100	100	100	100	100			
26	40	St. Andrew's.	St. Andrew's.	100	100	100	100	100	100	100	100	100	100	100	100	100			
27	40	St. Andrew's.	St. Andrew's.	100	100	100	100	100	100	100	100	100	100	100	100	100			
28	40	St. Andrew's.	St. Andrew's.	100	100	100	100	100	100	100	100	100	100	100	100	100			
29	40	St. Andrew's.	St. Andrew's.	100	100	100	100	100	100	100	100	100	100	100	100	100			
30	40	St. Andrew's.	St. Andrew's.	100	100	100	100	100	100	100	100	100	100	100	100	100			
31	40	St. Andrew's.	St. Andrew's.	100	100	100	100	100	100	100	100	100	100	100	100	100			
32	40	St. Andrew's.	St. Andrew's.	100	100	100	100	100	100	100	100	100	100	100	100	100			
33	40	St. Andrew's.	St. Andrew's.	100	100	100	100	100	100	100	100	100	100	100	100	100			
34	40	St. Andrew's.	St. Andrew's.	100	100	100	100	100	100	100	100	100	100	100	100	100			
35	40	St. Andrew's.	St. Andrew's.	100	100	100	100	100	100	100	100	100	100	100	100	100			
36	40	St. Andrew's.	St. Andrew's.	100	100	100	100	100	100	100	100	100	100	100	100	100			
37	40	St. Andrew's.	St. Andrew's.	100	100	100	100	100	100	100	100	100	100	100	100	100			
38	40	St. Andrew's.	St. Andrew's.	100	100	100	100	100	100	100	100	100	100	100	100	100			
39	40	St. Andrew's.	St. Andrew's.	100	100	100	100	100	100	100	100	100	100	100	100	100			
40	40	St. Andrew's.	St. Andrew's.	100	100	100	100	100	100	100	100	100	100	100	100	100			

1899	1900	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910	1911	1912	1913	1914	1915	1916	1917	1918	1919	1920	1921	1922	1923	1924	1925	1926	1927	1928	1929	1930	1931	1932	1933	1934	1935	1936	1937	1938	1939	1940	1941	1942	1943	1944	1945	1946	1947	1948	1949	1950	1951	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2085	2086	2087	2088	2089	2090	2091	2092	2093	2094	2095	2096	2097	2098	2099	2100	2101	2102	2103	2104	2105	2106	2107	2108	2109	2110	2111	2112	2113	2114	2115	2116	2117	2118	2119	2120	2121	2122	2123	2124	2125	2126	2127	2128	2129	2130	2131	2132	2133	2134	2135	2136	2137	2138	2139	2140	2141	2142	2143	2144	2145	2146	2147	2148	2149	2150	2151	2152	2153	2154	2155	2156	2157	2158	2159	2160	2161	2162	2163	2164	2165	2166	2167	2168	2169	2170	2171	2172	2173	2174	2175	2176	2177	2178	2179	2180	2181	2182	2183	2184	2185	2186	2187	2188	2189	2190	2191	2192	2193	2194	2195	2196	2197	2198	2199	2200	2201	2202	2203	2204	2205	2206	2207	2208	2209	2210	2211	2212	2213	2214	2215	2216	2217	2218	2219	2220	2221	2222	2223	2224	2225	2226	2227	2228	2229	2230	2231	2232	2233	2234	2235	2236	2237	2238	2239	2240	2241	2242	2243	2244	2245	2246	2247	2248	2249	2250	2251	2252	2253	2254	2255	2256	2257	2258	2259	2260	2261	2262	2263	2264	2265	2266	2267	2268	2269	2270	2271	2272	2273	2274	2275	2276	2277	2278	2279	2280	2281	2282	2283	2284	2285	2286	2287	2288	2289	2290	2291	2292	2293	2294	2295	2296	2297	2298	2299	2300	2301	2302	2303	2304	2305	2306	2307	2308	2309	2310	2311	2312	2313	2314	2315	2316	2317	2318	2319	2320	2321	2322	2323	2324	2325	2326	2327	2328	2329	2330	2331	2332	2333	2334	2335	2336	2337	2338	2339	2340	2341	2342	2343	2344	2345	2346	2347	2348	2349	2350	2351	2352</
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LIST NUMBER—1-013 Network.

QUANTITY OF CEMENT—40 pounds.

[illegible]

List of Schools in operation on the 31st December, 1871.—Province of Lancaster: County of Denbigh—continued.

Number	No. of Pupils at School	Parish	School	Teacher	Total No. of Pupils	Building		Furniture and other articles of value	Attendance for the Year			Amount paid for Fuel, Light, and other expenses	All applied to the School		Amount of Land, Buildings, and other property owned by the School	Comments
						Ground	By		Boys	Girls	Total		For the School	For the Teacher		
42	100	Denbigh	Denbigh, Church of England	Mr. J. J. J.	100	100	100	100	100	100	100	100	100	100	100	Free school
43	100	Denbigh	Denbigh, Church of England	Mr. J. J. J.	100	100	100	100	100	100	100	100	100	100	100	Free school
44	100	Denbigh	Denbigh, Church of England	Mr. J. J. J.	100	100	100	100	100	100	100	100	100	100	100	Free school
45	100	Denbigh	Denbigh, Church of England	Mr. J. J. J.	100	100	100	100	100	100	100	100	100	100	100	Free school
46	100	Denbigh	Denbigh, Church of England	Mr. J. J. J.	100	100	100	100	100	100	100	100	100	100	100	Free school
47	100	Denbigh	Denbigh, Church of England	Mr. J. J. J.	100	100	100	100	100	100	100	100	100	100	100	Free school
48	100	Denbigh	Denbigh, Church of England	Mr. J. J. J.	100	100	100	100	100	100	100	100	100	100	100	Free school
49	100	Denbigh	Denbigh, Church of England	Mr. J. J. J.	100	100	100	100	100	100	100	100	100	100	100	Free school
50	100	Denbigh	Denbigh, Church of England	Mr. J. J. J.	100	100	100	100	100	100	100	100	100	100	100	Free school
51	100	Denbigh	Denbigh, Church of England	Mr. J. J. J.	100	100	100	100	100	100	100	100	100	100	100	Free school
52	100	Denbigh	Denbigh, Church of England	Mr. J. J. J.	100	100	100	100	100	100	100	100	100	100	100	Free school
53	100	Denbigh	Denbigh, Church of England	Mr. J. J. J.	100	100	100	100	100	100	100	100	100	100	100	Free school
54	100	Denbigh	Denbigh, Church of England	Mr. J. J. J.	100	100	100	100	100	100	100	100	100	100	100	Free school
55	100	Denbigh	Denbigh, Church of England	Mr. J. J. J.	100	100	100	100	100	100	100	100	100	100	100	Free school
56	100	Denbigh	Denbigh, Church of England	Mr. J. J. J.	100	100	100	100	100	100	100	100	100	100	100	Free school
57	100	Denbigh	Denbigh, Church of England	Mr. J. J. J.	100	100	100	100	100	100	100	100	100	100	100	Free school
58	100	Denbigh	Denbigh, Church of England	Mr. J. J. J.	100	100	100	100	100	100	100	100	100	100	100	Free school
59	100	Denbigh	Denbigh, Church of England	Mr. J. J. J.	100	100	100	100	100	100	100	100	100	100	100	Free school
60	100	Denbigh	Denbigh, Church of England	Mr. J. J. J.	100	100	100	100	100	100	100	100	100	100	100	Free school
61	100	Denbigh	Denbigh, Church of England	Mr. J. J. J.	100	100	100	100	100	100	100	100	100	100	100	Free school
62	100	Denbigh	Denbigh, Church of England	Mr. J. J. J.	100	100	100	100	100	100	100	100	100	100	100	Free school
63	100	Denbigh	Denbigh, Church of England	Mr. J. J. J.	100	100	100	100	100	100	100	100	100	100	100	Free school
64	100	Denbigh	Denbigh, Church of England	Mr. J. J. J.	100	100	100	100	100	100	100	100	100	100	100	Free school
65	100	Denbigh	Denbigh, Church of England	Mr. J. J. J.	100	100	100	100	100	100	100	100	100	100	100	Free school
66	100	Denbigh	Denbigh, Church of England	Mr. J. J. J.	100	100	100	100	100	100	100	100	100	100	100	Free school
67	100	Denbigh	Denbigh, Church of England	Mr. J. J. J.	100	100	100	100	100	100	100	100	100	100	100	Free school
68	100	Denbigh	Denbigh, Church of England	Mr. J. J. J.	100	100	100	100	100	100	100	100	100	100	100	Free school
69	100	Denbigh	Denbigh, Church of England	Mr. J. J. J.	100	100	100	100	100	100	100	100	100	100	100	Free school
70	100	Denbigh	Denbigh, Church of England	Mr. J. J. J.	100	100	100	100	100	100	100	100	100	100	100	Free school

List of Schools in operation on the 31st December, 1871.—Province of Louisiana: County of Demas—continued.

Number	Age Grades of School.	Tenth.	School.	Type of School.	Native Intelligence of Population		Percentage of Population of French.		Attendance for the Year				Average per Sch. Year, 1870-71		All present in the first term of the year		Average of last 100 names enrolled in fall of school		Comments.
					Total	Pop.	White pop.	Colored pop.	Total number of Pupils, Average for Year			Average of last 100 names enrolled in fall of school	Sch. Year, 1870-71	Sch. Year, 1870-71	Sch. Year, 1870-71	Sch. Year, 1870-71	Sch. Year, 1870-71		
									Boys	Girls	Total								
912	1862	Tallapoosa	Do	Do	2,000	—	1,500	—	—	211	111	322	111	111	111	111	111	111	Over residence
913	1863	Do	Do	Do	—	—	2,000	—	1,500	—	111	322	111	111	111	111	111	111	
914	1864	Do	Do	Do	—	—	2,000	—	1,500	—	111	322	111	111	111	111	111	111	Good quality of residence
915	1865	Do	Do	Do	—	—	2,000	—	1,500	—	111	322	111	111	111	111	111	111	
916	1866	Do	Do	Do	—	—	2,000	—	1,500	—	111	322	111	111	111	111	111	111	Good quality of residence
917	1867	Do	Do	Do	—	—	2,000	—	1,500	—	111	322	111	111	111	111	111	111	
918	1868	Do	Do	Do	—	—	2,000	—	1,500	—	111	322	111	111	111	111	111	111	Good quality of residence
919	1869	Do	Do	Do	—	—	2,000	—	1,500	—	111	322	111	111	111	111	111	111	
920	1870	Do	Do	Do	—	—	2,000	—	1,500	—	111	322	111	111	111	111	111	111	Good quality of residence
921	1871	Do	Do	Do	—	—	2,000	—	1,500	—	111	322	111	111	111	111	111	111	
Total for County of Tallapoosa, 1871.									11,111	11,111	22,222	11,111	11,111	11,111	11,111	11,111	11,111	11,111	

COUNTY OF KILPATRICK—100 Schools.

101	1871	Armill	Do	Do	Do	Do	Do	Do	100	100	200	100	100	100	100	100	100	100	100	100	100	Good quality of residence
102	1872	Do	Do	Do	Do	Do	Do	Do	100	100	200	100	100	100	100	100	100	100	100	100	100	
103	1873	Do	Do	Do	Do	Do	Do	Do	100	100	200	100	100	100	100	100	100	100	100	100	100	Good quality of residence
104	1874	Do	Do	Do	Do	Do	Do	Do	100	100	200	100	100	100	100	100	100	100	100	100	100	
105	1875	Do	Do	Do	Do	Do	Do	Do	100	100	200	100	100	100	100	100	100	100	100	100	100	Good quality of residence
106	1876	Do	Do	Do	Do	Do	Do	Do	100	100	200	100	100	100	100	100	100	100	100	100	100	
107	1877	Do	Do	Do	Do	Do	Do	Do	100	100	200	100	100	100	100	100	100	100	100	100	100	Good quality of residence
108	1878	Do	Do	Do	Do	Do	Do	Do	100	100	200	100	100	100	100	100	100	100	100	100	100	
109	1879	Do	Do	Do	Do	Do	Do	Do	100	100	200	100	100	100	100	100	100	100	100	100	100	Good quality of residence
110	1880	Do	Do	Do	Do	Do	Do	Do	100	100	200	100	100	100	100	100	100	100	100	100	100	
111	1881	Do	Do	Do	Do	Do	Do	Do	100	100	200	100	100	100	100	100	100	100	100	100	100	Good quality of residence
112	1882	Do	Do	Do	Do	Do	Do	Do	100	100	200	100	100	100	100	100	100	100	100	100	100	
113	1883	Do	Do	Do	Do	Do	Do	Do	100	100	200	100	100	100	100	100	100	100	100	100	100	Good quality of residence
114	1884	Do	Do	Do	Do	Do	Do	Do	100	100	200	100	100	100	100	100	100	100	100	100	100	
115	1885	Do	Do	Do	Do	Do	Do	Do	100	100	200	100	100	100	100	100	100	100	100	100	100	Good quality of residence
116	1886	Do	Do	Do	Do	Do	Do	Do	100	100	200	100	100	100	100	100	100	100	100	100	100	
117	1887	Do	Do	Do	Do	Do	Do	Do	100	100	200	100	100	100	100	100	100	100	100	100	100	Good quality of residence
118	1888	Do	Do	Do	Do	Do	Do	Do	100	100	200	100	100	100	100	100	100	100	100	100	100	
119	1889	Do	Do	Do	Do	Do	Do	Do	100	100	200	100	100	100	100	100	100	100	100	100	100	Good quality of residence
120	1890	Do	Do	Do	Do	Do	Do	Do	100	100	200	100	100	100	100	100	100	100	100	100	100	

[illegible]

[illegible]

[illegible]

Journal of Management Inquiry

Year	Month	Day	Location	Time	Lat.	Long.	Alt.	Temp.	Wind	Clouds	Remarks
1877	April	1st	Lough, Co. Wick.	10.00	53.00	10.00	100	50	10	10	10
1877	April	2nd	Do.	10.00	53.00	10.00	100	50	10	10	10
1877	April	3rd	Do.	10.00	53.00	10.00	100	50	10	10	10
1877	April	4th	Do.	10.00	53.00	10.00	100	50	10	10	10
1877	April	5th	Do.	10.00	53.00	10.00	100	50	10	10	10
1877	April	6th	Do.	10.00	53.00	10.00	100	50	10	10	10
1877	April	7th	Do.	10.00	53.00	10.00	100	50	10	10	10
1877	April	8th	Do.	10.00	53.00	10.00	100	50	10	10	10
1877	April	9th	Do.	10.00	53.00	10.00	100	50	10	10	10
1877	April	10th	Do.	10.00	53.00	10.00	100	50	10	10	10
1877	April	11th	Do.	10.00	53.00	10.00	100	50	10	10	10
1877	April	12th	Do.	10.00	53.00	10.00	100	50	10	10	10
1877	April	13th	Do.	10.00	53.00	10.00	100	50	10	10	10
1877	April	14th	Do.	10.00	53.00	10.00	100	50	10	10	10
1877	April	15th	Do.	10.00	53.00	10.00	100	50	10	10	10
1877	April	16th	Do.	10.00	53.00	10.00	100	50	10	10	10
1877	April	17th	Do.	10.00	53.00	10.00	100	50	10	10	10
1877	April	18th	Do.	10.00	53.00	10.00	100	50	10	10	10
1877	April	19th	Do.	10.00	53.00	10.00	100	50	10	10	10
1877	April	20th	Do.	10.00	53.00	10.00	100	50	10	10	10
1877	April	21st	Do.	10.00	53.00	10.00	100	50	10	10	10
1877	April	22nd	Do.	10.00	53.00	10.00	100	50	10	10	10
1877	April	23rd	Do.	10.00	53.00	10.00	100	50	10	10	10
1877	April	24th	Do.	10.00	53.00	10.00	100	50	10	10	10
1877	April	25th	Do.	10.00	53.00	10.00	100	50	10	10	10
1877	April	26th	Do.	10.00	53.00	10.00	100	50	10	10	10
1877	April	27th	Do.	10.00	53.00	10.00	100	50	10	10	10
1877	April	28th	Do.	10.00	53.00	10.00	100	50	10	10	10
1877	April	29th	Do.	10.00	53.00	10.00	100	50	10	10	10
1877	April	30th	Do.	10.00	53.00	10.00	100	50	10	10	10
1877	April	1st	Do.	10.00	53.00	10.00	100	50	10	10	10
1877	April	2nd	Do.	10.00	53.00	10.00	100	50	10	10	10
1877	April	3rd	Do.	10.00	53.00	10.00	100	50	10	10	10
1877	April	4th	Do.	10.00	53.00	10.00	100	50	10	10	10
1877	April	5th	Do.	10.00	53.00	10.00	100	50	10	10	10
1877	April	6th	Do.	10.00	53.00	10.00	100	50	10	10	10
1877	April	7th	Do.	10.00	53.00	10.00	100	50	10	10	10
1877	April	8th	Do.	10.00	53.00	10.00	100	50	10	10	10
1877	April	9th	Do.	10.00	53.00	10.00	100	50	10	10	10
1877	April	10th	Do.	10.00	53.00	10.00	100	50			

TABLE OF SCHOOLS IN OPERATION ON THE 31st DECEMBER, 1871.—Province of Lorraine: County of LORRAINE—continued.

Ranking.	No. of pupils in school.	Parish.	School.	Type of school.	Religious instruction.		Moral and civics instruction.		Advancement for the Year.				Average daily attendance.	Average number of pupils in school during the year.			Average number of pupils in school during the year.	Appropriation of funds.	Comments.	
					Religious instruction.		Moral and civics instruction.		Advancement for the Year.			Average number of pupils in school during the year.		Average number of pupils in school during the year.						
					Catholic.	Protestant.	Catholic.	Protestant.	State.	Parish.	Total.			State.	Parish.	Total.				
1	100	St. Mary's.	St. Mary's.	Catholic.	Protestant.	Catholic.	Protestant.	State.	Parish.	Total.	State.	Parish.	Total.	State.	Parish.	Total.	State.	Parish.	Total.	Comments.
2	100	St. Mary's.	St. Mary's.	Catholic.	Protestant.	Catholic.	Protestant.	State.	Parish.	Total.	State.	Parish.	Total.	State.	Parish.	Total.	State.	Parish.	Total.	Comments.
3	100	St. Mary's.	St. Mary's.	Catholic.	Protestant.	Catholic.	Protestant.	State.	Parish.	Total.	State.	Parish.	Total.	State.	Parish.	Total.	State.	Parish.	Total.	Comments.
4	100	St. Mary's.	St. Mary's.	Catholic.	Protestant.	Catholic.	Protestant.	State.	Parish.	Total.	State.	Parish.	Total.	State.	Parish.	Total.	State.	Parish.	Total.	Comments.
5	100	St. Mary's.	St. Mary's.	Catholic.	Protestant.	Catholic.	Protestant.	State.	Parish.	Total.	State.	Parish.	Total.	State.	Parish.	Total.	State.	Parish.	Total.	Comments.
6	100	St. Mary's.	St. Mary's.	Catholic.	Protestant.	Catholic.	Protestant.	State.	Parish.	Total.	State.	Parish.	Total.	State.	Parish.	Total.	State.	Parish.	Total.	Comments.
7	100	St. Mary's.	St. Mary's.	Catholic.	Protestant.	Catholic.	Protestant.	State.	Parish.	Total.	State.	Parish.	Total.	State.	Parish.	Total.	State.	Parish.	Total.	Comments.
8	100	St. Mary's.	St. Mary's.	Catholic.	Protestant.	Catholic.	Protestant.	State.	Parish.	Total.	State.	Parish.	Total.	State.	Parish.	Total.	State.	Parish.	Total.	Comments.
9	100	St. Mary's.	St. Mary's.	Catholic.	Protestant.	Catholic.	Protestant.	State.	Parish.	Total.	State.	Parish.	Total.	State.	Parish.	Total.	State.	Parish.	Total.	Comments.
10	100	St. Mary's.	St. Mary's.	Catholic.	Protestant.	Catholic.	Protestant.	State.	Parish.	Total.	State.	Parish.	Total.	State.	Parish.	Total.	State.	Parish.	Total.	Comments.

List of Schools in operation on the 31st December, 1871.—Province of Limerick: County of Munster—continued.

Ranking	No. of Pupils	Parish	School	Value of Real Estate	Schools in operation on the 31st December, 1871.		System of Instruction	Amount for the Year			Amount for the Year	Amount for the Year		Amount of Grant	Comments
					Total	No.		Total amount of Pupils		Total		Total	Total		
								Male	Female						
100	1000	Ballinacorney	Do.	10	10	10	10	10	10	10	10	10	10	10	Free schools.
101	1001	Do.	Do.	10	10	10	10	10	10	10	10	10	10	10	
102	1002	Do.	Do.	10	10	10	10	10	10	10	10	10	10	10	
103	1003	Do.	Do.	10	10	10	10	10	10	10	10	10	10	10	
104	1004	Do.	Do.	10	10	10	10	10	10	10	10	10	10	10	
105	1005	Do.	Do.	10	10	10	10	10	10	10	10	10	10	10	
106	1006	Do.	Do.	10	10	10	10	10	10	10	10	10	10	10	
107	1007	Do.	Do.	10	10	10	10	10	10	10	10	10	10	10	
108	1008	Do.	Do.	10	10	10	10	10	10	10	10	10	10	10	
109	1009	Do.	Do.	10	10	10	10	10	10	10	10	10	10	10	
110	1010	Do.	Do.	10	10	10	10	10	10	10	10	10	10	10	Do. Do. Do.
111	1011	Do.	Do.	10	10	10	10	10	10	10	10	10	10	10	
112	1012	Do.	Do.	10	10	10	10	10	10	10	10	10	10	10	
113	1013	Do.	Do.	10	10	10	10	10	10	10	10	10	10	10	
114	1014	Do.	Do.	10	10	10	10	10	10	10	10	10	10	10	
115	1015	Do.	Do.	10	10	10	10	10	10	10	10	10	10	10	
116	1016	Do.	Do.	10	10	10	10	10	10	10	10	10	10	10	
117	1017	Do.	Do.	10	10	10	10	10	10	10	10	10	10	10	
118	1018	Do.	Do.	10	10	10	10	10	10	10	10	10	10	10	
119	1019	Do.	Do.	10	10	10	10	10	10	10	10	10	10	10	
120	1020	Do.	Do.	10	10	10	10	10	10	10	10	10	10	10	Do. Do. Do.
121	1021	Do.	Do.	10	10	10	10	10	10	10	10	10	10	10	
122	1022	Do.	Do.	10	10	10	10	10	10	10	10	10	10	10	
123	1023	Do.	Do.	10	10	10	10	10	10	10	10	10	10	10	
124	1024	Do.	Do.	10	10	10	10	10	10	10	10	10	10	10	
125	1025	Do.	Do.	10	10	10	10	10	10	10	10	10	10	10	
126	1026	Do.	Do.	10	10	10	10	10	10	10	10	10	10	10	
127	1027	Do.	Do.	10	10	10	10	10	10	10	10	10	10	10	
128	1028	Do.	Do.	10	10	10	10	10	10	10	10	10	10	10	
129	1029	Do.	Do.	10	10	10	10	10	10	10	10	10	10	10	
130	1030	Do.	Do.	10	10	10	10	10	10	10	10	10	10	10	Do. Do. Do.
131	1031	Do.	Do.	10	10	10	10	10	10	10	10	10	10	10	
132	1032	Do.	Do.	10	10	10	10	10	10	10	10	10	10	10	
133	1033	Do.	Do.	10	10	10	10	10	10	10	10	10	10	10	
134	1034	Do.	Do.	10	10	10	10	10	10	10	10	10	10	10	
135	1035	Do.	Do.	10	10	10	10	10	10	10	10	10	10	10	
136	1036	Do.	Do.	10	10	10	10	10	10	10	10	10	10	10	
137	1037	Do.	Do.	10	10	10	10	10	10	10	10	10	10	10	
138	1038	Do.	Do.	10	10	10	10	10	10	10	10	10	10	10	
139	1039	Do.	Do.	10	10	10	10	10	10	10	10	10	10	10	
140	1040	Do.	Do.	10	10	10	10	10	10	10	10	10	10	10	Do. Do. Do.
141	1041	Do.	Do.	10	10	10	10	10	10	10	10	10	10	10	
142	1042	Do.	Do.	10	10	10	10	10	10	10	10	10	10	10	
143	1043	Do.	Do.	10	10	10	10	10	10	10	10	10	10	10	
144	1044	Do.	Do.	10	10	10	10	10	10	10	10	10	10	10	
145	1045	Do.	Do.	10	10	10	10	10	10	10	10	10	10	10	
146	1046	Do.	Do.	10	10	10	10	10	10	10	10	10	10	10	
147	1047	Do.	Do.	10	10	10	10	10	10	10	10	10	10	10	
148	1048	Do.	Do.	10	10	10	10	10	10	10	10	10	10	10	
149	1049	Do.	Do.	10	10	10	10	10	10	10	10	10	10	10	
150	1050	Do.	Do.	10	10	10	10	10	10	10	10	10	10	10	Do. Do. Do.
151	1051	Do.	Do.	10	10	10	10	10	10	10	10	10	10	10	
152	1052	Do.	Do.	10	10	10	10	10	10	10	10	10	10	10	
153	1053	Do.	Do.	10	10	10	10	10	10	10	10	10	10	10	
154	1054	Do.	Do.	10	10	10	10	10	10	10	10	10	10	10	
155	1055	Do.	Do.	10	10	10	10	10	10	10	10	10	10	10	
156	1056	Do.	Do.	10	10	10	10	10	10	10	10	10	10	10	
157	1057	Do.	Do.	10	10	10	10	10	10	10	10	10	10	10	
158	1058	Do.	Do.	10	10	10	10	10	10	10	10	10	10	10	
159	1059	Do.	Do.	10	10	10	10	10	10	10	10	10	10	10	

List of Schools in operation on the 31st December, 1871.—Province of LAWRENCE: County of MRCO—continued.

Number of Pupils.	Total Number of Pupils.	Pupils.	School.	Pupils in the Year.	Religious Instruction.		English and Arithmetic.		Attendance in the Year.				Amount paid for School.	Attendance in the Term.			Amount of Total Disbursements paid for the year of School.	Comments.
					Reading.	Writing.	English.	Arithmetic.	Total number of Pupils.			Average.		In School.	In School.			
									Male.	Female.	Total.							
141	141	141	St. John's, Do.	141	141	141	141	141	141	141	141	141	141	141	141	141	141	
142	142	142	St. John's, Do.	142	142	142	142	142	142	142	142	142	142	142	142	142	142	
143	143	143	St. John's, Do.	143	143	143	143	143	143	143	143	143	143	143	143	143	143	
144	144	144	St. John's, Do.	144	144	144	144	144	144	144	144	144	144	144	144	144	144	
145	145	145	St. John's, Do.	145	145	145	145	145	145	145	145	145	145	145	145	145	145	
146	146	146	St. John's, Do.	146	146	146	146	146	146	146	146	146	146	146	146	146	146	
147	147	147	St. John's, Do.	147	147	147	147	147	147	147	147	147	147	147	147	147	147	
148	148	148	St. John's, Do.	148	148	148	148	148	148	148	148	148	148	148	148	148	148	
149	149	149	St. John's, Do.	149	149	149	149	149	149	149	149	149	149	149	149	149	149	
150	150	150	St. John's, Do.	150	150	150	150	150	150	150	150	150	150	150	150	150	150	
151	151	151	St. John's, Do.	151	151	151	151	151	151	151	151	151	151	151	151	151	151	
152	152	152	St. John's, Do.	152	152	152	152	152	152	152	152	152	152	152	152	152	152	
153	153	153	St. John's, Do.	153	153	153	153	153	153	153	153	153	153	153	153	153	153	
154	154	154	St. John's, Do.	154	154	154	154	154	154	154	154	154	154	154	154	154	154	
155	155	155	St. John's, Do.	155	155	155	155	155	155	155	155	155	155	155	155	155	155	
156	156	156	St. John's, Do.	156	156	156	156	156	156	156	156	156	156	156	156	156	156	
157	157	157	St. John's, Do.	157	157	157	157	157	157	157	157	157	157	157	157	157	157	
158	158	158	St. John's, Do.	158	158	158	158	158	158	158	158	158	158	158	158	158	158	
159	159	159	St. John's, Do.	159	159	159	159	159	159	159	159	159	159	159	159	159	159	
160	160	160	St. John's, Do.	160	160	160	160	160	160	160	160	160	160	160	160	160	160	
161	161	161	St. John's, Do.	161	161	161	161	161	161	161	161	161	161	161	161	161	161	
162	162	162	St. John's, Do.	162	162	162	162	162	162	162	162	162	162	162	162	162	162	
163	163	163	St. John's, Do.	163	163	163	163	163	163	163	163	163	163	163	163	163	163	
164	164	164	St. John's, Do.	164	164	164	164	164	164	164	164	164	164	164	164	164	164	
165	165	165	St. John's, Do.	165	165	165	165	165	165	165	165	165	165	165	165	165	165	
166	166	166	St. John's, Do.	166	166	166	166	166	166	166	166	166	166	166	166	166	166	
167	167	167	St. John's, Do.	167	167	167	167	167	167	167	167	167	167	167	167	167	167	
168	168	168	St. John's, Do.	168	168	168	168	168	168	168	168	168	168	168	168	168	168	
169	169	169	St. John's, Do.	169	169	169	169	169	169	169	169	169	169	169	169	169	169	
170	170	170	St. John's, Do.	170	170	170	170	170	170	170	170	170	170	170	170	170	170	
171	171	171	St. John's, Do.	171	171	171	171	171	171	171	171	171	171	171	171	171	171	
172	172	172	St. John's, Do.	172	172	172	172	172	172	172	172	172	172	172	172	172	172	
173	173	173	St. John's, Do.	173	173	173	173	173	173	173	173	173	173	173	173	173	173	
174	174	174	St. John's, Do.	174	174	174	174	174	174	174	174	174	174	174	174	174	174	
175	175	175	St. John's, Do.	175	175	175	175	175	175	175	175	175	175	175	175	175	175	
176	176	176	St. John's, Do.	176	176	176	176	176	176	176	176	176	176	176	176	176	176	
177	177	177	St. John's, Do.	177	177	177	177	177	177	177	177	177	177	177	177	177	177	
178	178	178	St. John's, Do.	178	178	178	178	178	178	178	178	178	178	178	178	178	178	
179	179	179	St. John's, Do.	179	179	179	179	179	179	179	179	179	179	179	179	179	179	
180	180	180	St. John's, Do.	180	180	180	180	180	180	180	180	180	180	180	180	180	180	
181	181	181	St. John's, Do.	181	181	181	181	181	181	181	181	181	181	181	181	181	181	
182	182	182	St. John's, Do.	182	182	182	182	182	182	182	182	182	182	182	182	182	182	
183	183	183	St. John's, Do.	183	183	183	183	183	183	183	183	183	183	183	183	183	183	
184	184	184	St. John's, Do.	184	184	184	184	184	184	184	184	184	184	184	184	184	184	
185	185	185	St. John's, Do.	185	185	185	185	185	185	185	185	185	185	185	185	185	185	
186	186	186	St. John's, Do.	186	186	186	186	186	186	186	186	186	186	186	186	186	186	
187	187	187	St. John's, Do.	187	187	187	187	187	187	187	187	187	187	187	187	187	187	
188	188	188	St. John's, Do.	188	188	188	188	188	188	188	188	188	188	188	188	188	188	
189	189	189	St. John's, Do.	189	189	189	189	189	189	189	189	189	189	189	189	189	189	
190	190	190	St. John's, Do.	190	190	190	190	190	190	190	190	190	190	190	190	190	190	
191	191	191	St. John's, Do.	191	191	191	191	191	191	191	191	191	191	191	191	191	191	
192	192	192	St. John's, Do.	192	192	192	192	192	192	192	192	192	192	192	192	192	192	
193	193	193	St. John's, Do.	193	193	193	193	193	193	193	193	193	193	193	193	193	193	
194	194	194	St. John's, Do.	194	194	194	194	194	194	194	194	194	194	194	194	194	194	
195	195	195	St. John's, Do.	195	195	195	195	195	195	195	195	195	195	195	195	195	195	
196	196	196	St. John's, Do.	196	196	196	196	196	196	196	196	196	196	196	196	196	196	
197	197	197	St. John's, Do.	197	197	197	197	197	197	197	197	197	197	197	197	197	197	
198	198	198	St. John's, Do.	198	198	198	198	198	198	198	198	198	198	198	198	198	198	
199	199	199	St. John's, Do.	199	199	199	199	199	199	199	199	199	199	199	199	199	199	
200	200	200	St. John's, Do.	200	200	200	200	200	200	200	200	200	200	200	200	200	200	
Total for County North, P.T.									2,241	7,706	18,805	4,140	742	2	2	2,241	2	

Year	Month	Day	Place	Time	Lat.	Long.	Alt.	Temp.	Wind	Clouds	Remarks
1880	Jan	1	San Francisco	10:00	37° 45' N	122° 30' W	100	50	SE	100	Clear
1880	Jan	2	San Francisco	10:00	37° 45' N	122° 30' W	100	50	SE	100	Clear
1880	Jan	3	San Francisco	10:00	37° 45' N	122° 30' W	100	50	SE	100	Clear
1880	Jan	4	San Francisco	10:00	37° 45' N	122° 30' W	100	50	SE	100	Clear
1880	Jan	5	San Francisco	10:00	37° 45' N	122° 30' W	100	50	SE	100	Clear
1880	Jan	6	San Francisco	10:00	37° 45' N	122° 30' W	100	50	SE	100	Clear
1880	Jan	7	San Francisco	10:00	37° 45' N	122° 30' W	100	50	SE	100	Clear
1880	Jan	8	San Francisco	10:00	37° 45' N	122° 30' W	100	50	SE	100	Clear
1880	Jan	9	San Francisco	10:00	37° 45' N	122° 30' W	100	50	SE	100	Clear
1880	Jan	10	San Francisco	10:00	37° 45' N	122° 30' W	100	50	SE	100	Clear
1880	Jan	11	San Francisco	10:00	37° 45' N	122° 30' W	100	50	SE	100	Clear
1880	Jan	12	San Francisco	10:00	37° 45' N	122° 30' W	100	50	SE	100	Clear
1880	Jan	13	San Francisco	10:00	37° 45' N	122° 30' W	100	50	SE	100	Clear
1880	Jan	14	San Francisco	10:00	37° 45' N	122° 30' W	100	50	SE	100	Clear
1880	Jan	15	San Francisco	10:00	37° 45' N	122° 30' W	100	50	SE	100	Clear
1880	Jan	16	San Francisco	10:00	37° 45' N	122° 30' W	100	50	SE	100	Clear
1880	Jan	17	San Francisco	10:00	37° 45' N	122° 30' W	100	50	SE	100	Clear
1880	Jan	18	San Francisco	10:00	37° 45' N	122° 30' W	100	50	SE	100	Clear
1880	Jan	19	San Francisco	10:00	37° 45' N	122° 30' W	100	50	SE	100	Clear
1880	Jan	20	San Francisco	10:00	37° 45' N	122° 30' W	100	50	SE	100	Clear
1880	Jan	21	San Francisco	10:00	37° 45' N	122° 30' W	100	50	SE	100	Clear
1880	Jan	22	San Francisco	10:00	37° 45' N	122° 30' W	100	50	SE	100	Clear
1880	Jan	23	San Francisco	10:00	37° 45' N	122° 30' W	100	50	SE	100	Clear
1880	Jan	24	San Francisco	10:00	37° 45' N	122° 30' W	100	50	SE	100	Clear
1880	Jan	25	San Francisco	10:00	37° 45' N	122° 30' W	100	50	SE	100	Clear
1880	Jan	26	San Francisco	10:00	37° 45' N	122° 30' W	100	50	SE	100	Clear
1880	Jan	27	San Francisco	10:00	37° 45' N	122° 30' W	100	50	SE	100	Clear
1880	Jan	28	San Francisco	10:00	37° 45' N	122° 30' W	100	50	SE	100	Clear
1880	Jan	29	San Francisco	10:00	37° 45' N	122° 30' W	100	50	SE	100	Clear
1880	Jan	30	San Francisco	10:00	37° 45' N	122° 30' W	100	50	SE	100	Clear
1880	Jan	31	San Francisco	10:00	37° 45' N	122° 30' W	100	50	SE	100	Clear

[illegible]

		Barrington and pardon free		John Fryer, where Barrington		Barrington and pardon free		Do		Barrington free		Do Barrington free	
10	1871	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do
11	1871	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do
12	1871	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do
13	1871	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do
14	1871	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do
15	1871	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do
16	1871	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do
17	1871	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do
18	1871	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do
19	1871	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do
20	1871	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do
21	1871	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do
22	1871	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do
23	1871	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do
24	1871	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do
25	1871	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do
26	1871	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do
27	1871	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do
28	1871	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do
29	1871	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do
30	1871	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do
31	1871	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do
32	1871	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do
33	1871	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do
34	1871	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do
35	1871	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do
36	1871	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do
37	1871	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do
38	1871	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do
39	1871	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do
40	1871	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do
41	1871	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do
42	1871	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do
43	1871	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do
44	1871	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do
45	1871	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do
46	1871	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do
47	1871	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do
48	1871	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do
49	1871	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do
50	1871	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do
51	1871	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do
52	1871	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do
53	1871	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do
54	1871	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do
55	1871	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do
56	1871	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do
57	1871	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do
58	1871	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do
59	1871	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do
60	1871	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do
61	1871	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do
62	1871	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do
63	1871	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do
64	1871	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do	Do

[illegible]

COMMIT OF RECORDS—100 Years

[illegible]

List of Schools in operation on the 31st December, 1971.—Province of LANCERS. County of WARRICK—continued.

[illegible]

List of Schools in operation on the 31st December, 1871.—Province of Leinster: County of Wick.—continued.

Number.	Full Name of School.	Denom.	School.	Value of Land and Buildings.	Address of Proprietor or Manager.	Number of Pupils in Attendance.		Amount for the Year.				Amount for the Year.	Attending the Year.			Amount of Grants received in aid of salaries.	Description.
						Total.	Boys.	Total.			By Public Money.		By Voluntary Contributions.	By Other Sources.			
								Total.	Boys.	Girls.							
123	St. Mary's Convent School, Drogheda.	R.C.	New Ross Convent, for the Poor, Drogheda.	1000	1000	100	100	100	100	100	100	100	100	100	100	100	
124	St. Mary's Convent School, Drogheda.	R.C.	St. Mary's Convent, Drogheda.	1000	1000	100	100	100	100	100	100	100	100	100	100	100	
125	St. Mary's Convent School, Drogheda.	R.C.	St. Mary's Convent, Drogheda.	1000	1000	100	100	100	100	100	100	100	100	100	100	100	
126	St. Mary's Convent School, Drogheda.	R.C.	St. Mary's Convent, Drogheda.	1000	1000	100	100	100	100	100	100	100	100	100	100	100	
127	St. Mary's Convent School, Drogheda.	R.C.	St. Mary's Convent, Drogheda.	1000	1000	100	100	100	100	100	100	100	100	100	100	100	
128	St. Mary's Convent School, Drogheda.	R.C.	St. Mary's Convent, Drogheda.	1000	1000	100	100	100	100	100	100	100	100	100	100	100	
129	St. Mary's Convent School, Drogheda.	R.C.	St. Mary's Convent, Drogheda.	1000	1000	100	100	100	100	100	100	100	100	100	100	100	
130	St. Mary's Convent School, Drogheda.	R.C.	St. Mary's Convent, Drogheda.	1000	1000	100	100	100	100	100	100	100	100	100	100	100	
131	St. Mary's Convent School, Drogheda.	R.C.	St. Mary's Convent, Drogheda.	1000	1000	100	100	100	100	100	100	100	100	100	100	100	
132	St. Mary's Convent School, Drogheda.	R.C.	St. Mary's Convent, Drogheda.	1000	1000	100	100	100	100	100	100	100	100	100	100	100	
133	St. Mary's Convent School, Drogheda.	R.C.	St. Mary's Convent, Drogheda.	1000	1000	100	100	100	100	100	100	100	100	100	100	100	
134	St. Mary's Convent School, Drogheda.	R.C.	St. Mary's Convent, Drogheda.	1000	1000	100	100	100	100	100	100	100	100	100	100	100	
135	St. Mary's Convent School, Drogheda.	R.C.	St. Mary's Convent, Drogheda.	1000	1000	100	100	100	100	100	100	100	100	100	100	100	
136	St. Mary's Convent School, Drogheda.	R.C.	St. Mary's Convent, Drogheda.	1000	1000	100	100	100	100	100	100	100	100	100	100	100	
137	St. Mary's Convent School, Drogheda.	R.C.	St. Mary's Convent, Drogheda.	1000	1000	100	100	100	100	100	100	100	100	100	100	100	
138	St. Mary's Convent School, Drogheda.	R.C.	St. Mary's Convent, Drogheda.	1000	1000	100	100	100	100	100	100	100	100	100	100	100	
139	St. Mary's Convent School, Drogheda.	R.C.	St. Mary's Convent, Drogheda.	1000	1000	100	100	100	100	100	100	100	100	100	100	100	
140	St. Mary's Convent School, Drogheda.	R.C.	St. Mary's Convent, Drogheda.	1000	1000	100	100	100	100	100	100	100	100	100	100	100	
141	St. Mary's Convent School, Drogheda.	R.C.	St. Mary's Convent, Drogheda.	1000	1000	100	100	100	100	100	100	100	100	100	100	100	
142	St. Mary's Convent School, Drogheda.	R.C.	St. Mary's Convent, Drogheda.	1000	1000	100	100	100	100	100	100	100	100	100	100	100	
143	St. Mary's Convent School, Drogheda.	R.C.	St. Mary's Convent, Drogheda.	1000	1000	100	100	100	100	100	100	100	100	100	100	100	
144	St. Mary's Convent School, Drogheda.	R.C.	St. Mary's Convent, Drogheda.	1000	1000	100	100	100	100	100	100	100	100	100	100	100	
145	St. Mary's Convent School, Drogheda.	R.C.	St. Mary's Convent, Drogheda.	1000	1000	100	100	100	100	100	100	100	100	100	100	100	
146	St. Mary's Convent School, Drogheda.	R.C.	St. Mary's Convent, Drogheda.	1000	1000	100	100	100	100	100	100	100	100	100	100	100	
147	St. Mary's Convent School, Drogheda.	R.C.	St. Mary's Convent, Drogheda.	1000	1000	100	100	100	100	100	100	100	100	100	100	100	
148	St. Mary's Convent School, Drogheda.	R.C.	St. Mary's Convent, Drogheda.	1000	1000	100	100	100	100	100	100	100	100	100	100	100	
149	St. Mary's Convent School, Drogheda.	R.C.	St. Mary's Convent, Drogheda.	1000	1000	100	100	100	100	100	100	100	100	100	100	100	
150	St. Mary's Convent School, Drogheda.	R.C.	St. Mary's Convent, Drogheda.	1000	1000	100	100	100	100	100	100	100	100	100	100	100	

[illegible]

CONSTITUTIONAL—See Freedom

[illegible]

List of Schools in operation on the 31st December, 1951.—Division of Louisiana: County of Winn.—continued.

[illegible]

[illegible]

List of Schools in operation on the 31st December, 1871.—*Province of Conventures : County of Galway*.—continued.

Grade.	Roll Number of School.	Pupil.	Sex.	School.	Age.	Religion or Manner of Instruction.		Manner and Degree of Instruction.		Attendance for the Year.			Amount paid for Books, Stationery, and other Expenses.	Amount paid for Board, Tuition, and other Expenses.			Amount of Total Scholarship received in 1891 of Dollars.	County or State.			
						Religion.	Manner of Instruction.	Private.	Public.	Percentage of Pupils in Attendance for Year.				Days.	Hours.	Per Cent.			In Room, Tuition, and other Expenses.	In Room, Tuition, and other Expenses.	In Room, Tuition, and other Expenses.
										None.	Some.	Full.									
1st	1000	John Smith	M	Commonwealth	12	Protestant	Common	Common	Common	90	10	100	10	10	10	10	10	10	10		
2nd	1001	John Smith	M	Commonwealth	11	Protestant	Common	Common	Common	85	15	100	10	10	10	10	10	10	10		
3rd	1002	John Smith	M	Commonwealth	10	Protestant	Common	Common	Common	80	20	100	10	10	10	10	10	10	10		
4th	1003	John Smith	M	Commonwealth	9	Protestant	Common	Common	Common	75	25	100	10	10	10	10	10	10	10		
5th	1004	John Smith	M	Commonwealth	8	Protestant	Common	Common	Common	70	30	100	10	10	10	10	10	10	10		
6th	1005	John Smith	M	Commonwealth	7	Protestant	Common	Common	Common	65	35	100	10	10	10	10	10	10	10		
7th	1006	John Smith	M	Commonwealth	6	Protestant	Common	Common	Common	60	40	100	10	10	10	10	10	10	10		
8th	1007	John Smith	M	Commonwealth	5	Protestant	Common	Common	Common	55	45	100	10	10	10	10	10	10	10		
9th	1008	John Smith	M	Commonwealth	4	Protestant	Common	Common	Common	50	50	100	10	10	10	10	10	10	10		
10th	1009	John Smith	M	Commonwealth	3	Protestant	Common	Common	Common	45	55	100	10	10	10	10	10	10	10		
11th	1010	John Smith	M	Commonwealth	2	Protestant	Common	Common	Common	40	60	100	10	10	10	10	10	10	10		
12th	1011	John Smith	M	Commonwealth	1	Protestant	Common	Common	Common	35	65	100	10	10	10	10	10	10	10		

Year	Month	Day	Place	Time	Lat.	Long.	Alt.	Temp.	Wind	Clouds	Remarks
1900	Jan	1	San Francisco	7:00	37° 45' N	122° 30' W	100	50	SE	100	Clear
1900	Jan	2	San Francisco	7:00	37° 45' N	122° 30' W	100	50	SE	100	Clear
1900	Jan	3	San Francisco	7:00	37° 45' N	122° 30' W	100	50	SE	100	Clear
1900	Jan	4	San Francisco	7:00	37° 45' N	122° 30' W	100	50	SE	100	Clear
1900	Jan	5	San Francisco	7:00	37° 45' N	122° 30' W	100	50	SE	100	Clear
1900	Jan	6	San Francisco	7:00	37° 45' N	122° 30' W	100	50	SE	100	Clear
1900	Jan	7	San Francisco	7:00	37° 45' N	122° 30' W	100	50	SE	100	Clear
1900	Jan	8	San Francisco	7:00	37° 45' N	122° 30' W	100	50	SE	100	Clear
1900	Jan	9	San Francisco	7:00	37° 45' N	122° 30' W	100	50	SE	100	Clear
1900	Jan	10	San Francisco	7:00	37° 45' N	122° 30' W	100	50	SE	100	Clear
1900	Jan	11	San Francisco	7:00	37° 45' N	122° 30' W	100	50	SE	100	Clear
1900	Jan	12	San Francisco	7:00	37° 45' N	122° 30' W	100	50	SE	100	Clear
1900	Jan	13	San Francisco	7:00	37° 45' N	122° 30' W	100	50	SE	100	Clear
1900	Jan	14	San Francisco	7:00	37° 45' N	122° 30' W	100	50	SE	100	Clear
1900	Jan	15	San Francisco	7:00	37° 45' N	122° 30' W	100	50	SE	100	Clear
1900	Jan	16	San Francisco	7:00	37° 45' N	122° 30' W	100	50	SE	100	Clear
1900	Jan	17	San Francisco	7:00	37° 45' N	122° 30' W	100	50	SE	100	Clear
1900	Jan	18	San Francisco	7:00	37° 45' N	122° 30' W	100	50	SE	100	Clear
1900	Jan	19	San Francisco	7:00	37° 45' N	122° 30' W	100	50	SE	100	Clear
1900	Jan	20	San Francisco	7:00	37° 45' N	122° 30' W	100	50	SE	100	Clear
1900	Jan	21	San Francisco	7:00	37° 45' N	122° 30' W	100	50	SE	100	Clear
1900	Jan	22	San Francisco	7:00	37° 45' N	122° 30' W	100	50	SE	100	Clear
1900	Jan	23	San Francisco	7:00	37° 45' N	122° 30' W	100	50	SE	100	Clear
1900	Jan	24	San Francisco	7:00	37° 45' N	122° 30' W	100	50	SE	100	Clear
1900	Jan	25	San Francisco	7:00	37° 45' N	122° 30' W	100	50	SE	100	Clear
1900	Jan	26	San Francisco	7:00	37° 45' N	122° 30' W	100	50	SE	100	Clear
1900	Jan	27	San Francisco	7:00	37° 45' N	122° 30' W	100	50	SE	100	Clear
1900	Jan	28	San Francisco	7:00	37° 45' N	122° 30' W	100	50	SE	100	Clear
1900	Jan	29	San Francisco	7:00	37° 45' N	122° 30' W	100	50	SE	100	Clear
1900	Jan	30	San Francisco	7:00	37° 45' N	122° 30' W	100	50	SE	100	Clear
1900	Jan	31	San Francisco	7:00	37° 45' N	122° 30' W	100	50	SE	100	Clear

[illegible]

[illegible]

Name of Schoolmaster and qualifications.	No. of scholars.	Garden Plot.	No.	School closed during year that residence in.	School not open during year that residence in.
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9
10	10	10	10	10	10
11	11	11	11	11	11
12	12	12	12	12	12
13	13	13	13	13	13
14	14	14	14	14	14
15	15	15	15	15	15
16	16	16	16	16	16
17	17	17	17	17	17
18	18	18	18	18	18
19	19	19	19	19	19
20	20	20	20	20	20
21	21	21	21	21	21
22	22	22	22	22	22
23	23	23	23	23	23
24	24	24	24	24	24
25	25	25	25	25	25
26	26	26	26	26	26
27	27	27	27	27	27
28	28	28	28	28	28
29	29	29	29	29	29
30	30	30	30	30	30
31	31	31	31	31	31
32	32	32	32	32	32
33	33	33	33	33	33
34	34	34	34	34	34
35	35	35	35	35	35
36	36	36	36	36	36
37	37	37	37	37	37
38	38	38	38	38	38
39	39	39	39	39	39
40	40	40	40	40	40
41	41	41	41	41	41
42	42	42	42	42	42
43	43	43	43	43	43
44	44	44	44	44	44
45	45	45	45	45	45
46	46	46	46	46	46
47	47	47	47	47	47
48	48	48	48	48	48
49	49	49	49	49	49
50	50	50	50	50	50
51	51	51	51	51	51
52	52	52	52	52	52
53	53	53	53	53	53
54	54	54	54	54	54
55	55	55	55	55	55
56	56	56	56	56	56
57	57	57	57	57	57
58	58	58	58	58	58
59	59	59	59	59	59
60	60	60	60	60	60
61	61	61	61	61	61
62	62	62	62	62	62
63	63	63	63	63	63
64	64	64	64	64	64
65	65	65	65	65	65
66	66	66	66	66	66
67	67	67	67	67	67
68	68	68	68	68	68
69	69	69	69	69	69
70	70	70	70	70	70
71	71	71	71	71	71
72	72	72	72	72	72
73	73	73	73	73	73
74	74	74	74	74	74
75	75	75	75	75	75
76	76	76	76	76	76
77	77	77	77	77	77
78	78	78	78	78	78
79	79	79	79	79	79
80	80	80	80	80	80
81	81	81	81	81	81
82	82	82	82	82	82
83	83	83	83	83	83
84	84	84	84	84	84
85	85	85	85	85	85
86	86	86	86	86	86
87	87	87	87	87	87
88	88	88	88	88	88
89	89	89	89	89	89
90	90	90	90	90	90
91	91	91	91	91	91
92	92	92	92	92	92
93	93	93	93	93	93
94	94	94	94	94	94
95	95	95	95	95	95
96	96	96	96	96	96
97	97	97	97	97	97
98	98	98	98	98	98
99	99	99	99	99	99
100	100	100	100	100	100

Year	Month	Day	Time	Location	Temperature	Wind	Clouds	Humidity	Pressure	Notes
1911	Jan	1	7:00	London	40	W	100	100	30.0	Clear
1911	Jan	2	7:00	London	40	W	100	100	30.0	Clear
1911	Jan	3	7:00	London	40	W	100	100	30.0	Clear
1911	Jan	4	7:00	London	40	W	100	100	30.0	Clear
1911	Jan	5	7:00	London	40	W	100	100	30.0	Clear
1911	Jan	6	7:00	London	40	W	100	100	30.0	Clear
1911	Jan	7	7:00	London	40	W	100	100	30.0	Clear
1911	Jan	8	7:00	London	40	W	100	100	30.0	Clear
1911	Jan	9	7:00	London	40	W	100	100	30.0	Clear
1911	Jan	10	7:00	London	40	W	100	100	30.0	Clear
1911	Jan	11	7:00	London	40	W	100	100	30.0	Clear
1911	Jan	12	7:00	London	40	W	100	100	30.0	Clear
1911	Jan	13	7:00	London	40	W	100	100	30.0	Clear
1911	Jan	14	7:00	London	40	W	100	100	30.0	Clear
1911	Jan	15	7:00	London	40	W	100	100	30.0	Clear
1911	Jan	16	7:00	London	40	W	100	100	30.0	Clear
1911	Jan	17	7:00	London	40	W	100	100	30.0	Clear
1911	Jan	18	7:00	London	40	W	100	100	30.0	Clear
1911	Jan	19	7:00	London	40	W	100	100	30.0	Clear
1911	Jan	20	7:00	London	40	W	100	100	30.0	Clear
1911	Jan	21	7:00	London	40	W	100	100	30.0	Clear
1911	Jan	22	7:00	London	40	W	100	100	30.0	Clear
1911	Jan	23	7:00	London	40	W	100	100	30.0	Clear
1911	Jan	24	7:00	London	40	W	100	100	30.0	Clear
1911	Jan	25	7:00	London	40	W	100	100	30.0	Clear
1911	Jan	26	7:00	London	40	W	100	100	30.0	Clear
1911	Jan	27	7:00	London	40	W	100	100	30.0	Clear
1911	Jan	28	7:00	London	40	W	100	100	30.0	Clear
1911	Jan	29	7:00	London	40	W	100	100	30.0	Clear
1911	Jan	30	7:00	London	40	W	100	100	30.0	Clear
1911	Jan	31	7:00	London	40	W	100	100	30.0	Clear

[illegible]

East of Schools is open on the 31st December, 1871.—Province of Cornwall: County of Stann.—continued.

[illegible]

No.	Name.	Days per Week.				No. of Students.				No. of Students.				No. of Students.			
		Residence and				No. of				No. of				No. of			
121	Do.	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
122	Do.	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
123	Do.	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
124	Do.	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
125	Do.	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
126	Do.	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
127	Do.	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
128	Do.	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
129	Do.	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
130	Do.	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
131	Do.	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
132	Do.	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
133	Do.	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
134	Do.	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
135	Do.	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
136	Do.	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
137	Do.	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
138	Do.	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
139	Do.	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
140	Do.	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
141	Do.	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
142	Do.	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
143	Do.	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
144	Do.	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
145	Do.	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
Total for County Sligo, 145.		10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10

SUMMARY of the foregoing 6,914 Schools, in COUNTIES and PROVINCES.

Counties and Provinces.	No. of Schools.	Attendance for the Year.				Amount paid for Books, Reposition, and Apparatus, at Reduced Prices.	Aid granted by the Board during the year.			Amount of Local Endowments received in Aid of Salary.	
		Total number of Pupils on Rolls within the year.			Average Daily Attendance.		In Free School of Books, Reposition, and Apparatus.		In Relief of Teachers, and other Gratifications.		
		Males.	Females.	Total.			£	s. d.			£
ULSTER :											
Antrim, . . .	513	49,119	44,410	93,529	31,205	1,035 2 4	194 0 2	23,543 6 7	8,020 19 6		
Armagh, . . .	308	17,096	15,323	32,419	11,341	655 13 5	131 17 9	9,567 19 10	2,418 13 1		
Cavan, . . .	289	16,310	15,077	31,387	10,251	604 19 5	50 18 10	2,620 0 1	359 17 2		
Down, . . .	340	22,175	18,066	40,241	13,025	692 18 7	66 3 9	10,522 7 8	1,631 15 7		
Dumfries, . . .	876	20,620	25,989	46,609	20,530	1,245 0 5	70 6 9	17,861 2 7	5,468 2 0		
Formanagh, . . .	134	8,388	7,129	15,517	5,174	314 17 0	53 16 11	4,187 6 0	741 18 2		
Londonderry, . . .	247	14,963	15,180	30,143	10,238	735 4 11	46 17 7	6,012 14 9	3,285 19 8		
Monaghan, . . .	158	12,359	11,142	23,501	7,026	568 3 10	49 17 11	6,899 3 5	1,161 18 1		
Tyrone, . . .	338	21,421	17,095	38,516	12,712	827 7 6	58 2 10	18,514 13 1	2,249 7 2		
Total, . . .	2,561	191,321	168,036	359,357	122,075	7,589 10 5	702 1 0	101,617 10 0	20,927 2 8		
MUNSTER :											
Clare, . . .	223	16,328	15,317	31,645	12,023	769 12 8	23 12 11	8,092 14 0	1,072 4 3		
Cork, . . .	616	49,590	32,392	81,982	41,540	2,329 18 11	244 17 7	30,562 17 11	6,466 13 5		
Kerry, . . .	368	22,285	24,737	47,022	18,511	1,037 10 0	—	12,564 0 7	2,162 6 10		
Limerick, . . .	224	17,668	22,151	39,819	16,374	1,060 6 8	60 12 7	15,294 8 4	8,228 9 10		
Tipperary, . . .	206	20,539	21,263	41,802	16,610	903 11 8	40 19 7	11,880 7 4	3,189 2 3		
Waterford, . . .	117	7,918	7,883	15,801	6,374	544 0 4	54 18 8	5,007 3 11	1,264 12 7		
Total, . . .	1,732	158,648	141,753	300,401	111,838	6,436 9 5	414 0 11	62,117 12 1	18,222 17 1		
LEINSTER :											
Callow, . . .	31	3,406	4,448	7,854	3,126	187 1 0	—	2,891 11 9	322 1 4		
Dublin, . . .	280	24,925	33,340	58,265	18,509	1,360 0 7	292 4 8	16,511 8 1	4,478 17 2		
Kildare, . . .	192	6,275	6,895	13,170	5,374	428 7 8	10 10 0	4,766 19 7	811 2 7		
Kilkenny, . . .	178	9,222	11,184	20,406	8,684	558 0 10	48 10 5	7,031 15 3	1,225 4 9		
King's, . . .	148	6,796	7,132	13,928	5,942	310 15 4	10 1 4	4,685 18 7	691 2 6		
Longford, . . .	90	6,961	6,122	13,083	4,866	221 2 8	11 0 0	5,073 8 4	372 17 3		
Louth, . . .	84	7,329	7,434	14,763	4,860	821 0 1	8 11 0	2,638 11 4	949 10 0		
Meath, . . .	171	8,661	7,921	16,582	6,329	388 5 2	29 10 9	5,137 4 0	1,104 2 4		
Queen's, . . .	97	6,382	6,574	12,956	4,792	285 5 1	1 0 0	3,511 11 6	775 9 10		
Westmeath, . . .	138	7,366	7,861	15,227	5,427	349 4 0	62 9 11	4,691 5 8	625 18 1		
Wexford, . . .	146	8,138	9,850	17,988	6,460	389 10 6	11 14 3	4,384 1 0	963 0 11		
Wicklow, . . .	109	6,392	6,268	12,660	4,542	288 5 0	25 17 2	3,695 17 4	1,022 16 1		
Total, . . .	1,515	102,091	112,036	214,127	77,591	4,907 18 9	484 14 7	61,470 7 2	16,536 16 3		
CONNAUGHT :											
Galway, . . .	295	22,225	21,569	43,794	18,201	764 5 5	29 10 7	9,596 6 8	1,425 11 1		
Leitrim, . . .	190	12,554	11,301	23,855	7,738	424 10 4	10 1 0	5,910 2 11	719 1 0		
Mayo, . . .	279	25,356	21,849	47,205	15,474	741 2 11	54 16 11	3,359 8 0	1,498 5 8		
Roscommon, . . .	202	16,656	14,908	31,564	10,215	577 12 10	21 2 2	7,270 13 7	1,395 7 8		
Sligo, . . .	145	11,479	11,354	22,833	7,508	484 7 4	40 3 0	3,978 17 0	530 12 8		
Total, . . .	1,106	69,355	62,580	131,935	52,076	2,861 18 10	167 8 5	37,741 8 8	5,222 15 7		
SUMMARY :											
Ulster, . . .	2,561	191,321	168,036	359,357	122,075	7,589 10 5	702 1 0	101,617 10 0	20,927 2 8		
Munster, . . .	1,732	158,648	141,753	300,401	111,838	6,436 9 5	414 0 11	62,117 12 1	18,222 17 1		
Leinster, . . .	1,515	102,091	112,036	214,127	77,591	4,907 18 9	484 14 7	61,470 7 2	16,536 16 3		
Connaught, . . .	1,106	69,355	62,580	131,935	52,076	2,861 18 10	167 8 5	37,741 8 8	5,222 15 7		
Total, . . .	6,914	517,325	464,475	1,021,760	363,580	21,876 3 8	1,768 5 8	232,955 0 9	55,912 13 6		

APPENDIX I.

LIST of SEVENTY-TWO SCHOOLS on the Suspended List at end of year 1871.

County.	264. No.	Parish.	School.	Roll No.
Astrim, . . .	8	Carriekfergus, . . .	Carriekfergus, . . .	m. 31
Do., . . .	8	Tullyrask, . . .	Dardrod, . . .	f. 5537
Do., . . .	0	Shankill, . . .	Caveshill, . . .	f. 6623
Do., . . .	-	Grange of Dough, . . .	Dough, . . .	f. 7837
Armagh, . . .	11	Shankill, . . .	Dougher, . . .	f. 3460
Cavan, . . .	23	Annagheliffe, . . .	Curragh, . . .	f. 129
Do., . . .	31	Killeshandra, . . .	Correry, . . .	m. 143
Do., . . .	23	Annagheliffe, . . .	Coolboyague, . . .	f. 158
Do., . . .	24	Malhagh, . . .	Killster, . . .	f. 2834
Do., . . .	23	Annagh, . . .	Kilmaleck, . . .	f. 2370
Down, . . .	2	Muff, . . .	Ture, . . .	f. 2999
Do., . . .	1	Fulham, Lower, . . .	Tollydilly, . . .	f. 3834
Do., . . .	2	Conval, . . .	Templedough, . . .	f. 6093
Do., . . .	-	Mewagh, . . .	Carriek, . . .	f. 1362
Fermanagh, . . .	13	Maghersoulmonney, . . .	Talsnagilly, . . .	f. 288
Londonderry, . . .	2	Templemore, . . .	Shantallagh, . . .	f. 1538
Do., . . .	2	Do., . . .	Molman, . . .	m. 1570
Do., . . .	2	Do., . . .	Do., . . .	f. 1571
Do., . . .	7	Tamlaght O'Grilly, . . .	Drumgarner, . . .	f. 2486
Monaghan, . . .	18	Tadavnet, . . .	Tullycrann, . . .	f. 4638
Tyrone, . . .	14	Clogher, . . .	Eakra, . . .	m. 393
Do., . . .	6	Donaghadee, . . .	Donaghadee, . . .	f. 1260
Do., . . .	14	Clogher, . . .	Eakra, . . .	f. 1899
Do., . . .	13	Killicerry, . . .	Feglish, . . .	f. 3277
Clare, . . .	42	Drumcliffe, . . .	Newtownstackpoole, . . .	m. 448
Do., . . .	43	Kilmon, . . .	Caherbullog, . . .	m. 8198
Do., . . .	42	Do., . . .	Do., . . .	f. 8199
Do., . . .	42	Drumcliffe, . . .	Newtownstackpoole, . . .	f. 5314
Cork, . . .	56	Brigoun, . . .	Mitchelstown, . . .	m. 504
Do., . . .	56	Do., . . .	Do., . . .	f. 505
Do., . . .	60	Blarney, . . .	Blarney, . . .	f. 1542
Do., . . .	56	Ardsaghahy, . . .	Killurine, . . .	f. 8049
Do., . . .	55	Killichael, . . .	Dromleigh, . . .	f. 3509
Do., . . .	56	Britway, . . .	Britway, . . .	f. 8944
Do., . . .	58	Donersile, . . .	Shanahanagh, . . .	m. 4128
Kerry, . . .	54	Dingle, . . .	Dingle, . . .	m. 1278
Do., . . .	57	Keemare, . . .	Keemare, . . .	f. 2850
Do., . . .	58	Tuasna, . . .	Dunree, . . .	f. 7123
Tipperary, . . .	36	Cloghriprior, . . .	Carney, . . .	m. 2076
Waterford, . . .	48	Tallow, . . .	Kilcoll, . . .	m. 3490
Do., . . .	53	Mothill, . . .	Coolshorna, . . .	f. 4137
Do., . . .	40	Tallow, . . .	Ballyduff, . . .	f. 4338
Dublin, . . .	30	Grangegeeman, . . .	St. Peter's, . . .	f. (2) 7717
Kildare, . . .	44	Dunmanogue, . . .	Lewinstown, . . .	f. 2712
Kilkenny, . . .	39	Powerstown, . . .	Skewinstown, . . .	f. 1155
Do., . . .	49	Lidlunig, . . .	Mullinokill, . . .	f. 3077
Do., . . .	47	Aghavillar, . . .	Newmarket, . . .	f. 8510
King's, . . .	41	Killride, . . .	Tollmore, . . .	m. 820
Do., . . .	36	Birr, . . .	Thomastown, . . .	f. 2414
Longford, . . .	28	Celmskill, . . .	Clonsa, . . .	f. 2872
Do., . . .	28	Clonsard, . . .	Clonsard, . . .	f. 2891
Louth, . . .	25	Drumshallow, . . .	Kellytown, . . .	m. 1505
Do., . . .	25	Rathfrummin, . . .	Walshestown, . . .	m. 1593
Do., . . .	24	Termonfeckin, . . .	Cartown, . . .	f. 2004
Meath, . . .	25	Kilbaira, . . .	Mount Hanover, . . .	f. 1178
Do., . . .	25	Cushinstown, . . .	Cushinstown, . . .	f. 8147
Do., . . .	29	Kildalkey, . . .	Carnile, . . .	f. 3012
Do., . . .	29	Trim, . . .	Phillinstown, . . .	f. 4505
Do., . . .	-	Boardsmill, . . .	Battinstown, . . .	f. 1827
Westmeath, . . .	33	Mullingar, . . .	Mullingar, . . .	m. 933
Do., . . .	33	Ballymore, . . .	Newristy, . . .	m. 1313
Do., . . .	-	Mullingar, . . .	Mullingar, . . .	prep. 5051
Wexford, . . .	50	Ballyhoge, . . .	Gallilly, . . .	f. 1491
Galway, . . .	32	Abbey, . . .	Briensfield, . . .	f. 990
Do., . . .	35	Lickierig, . . .	Lickierig, . . .	f. 1009
Do., . . .	26	Ballinakill, . . .	Tully, . . .	f. 1319
Do., . . .	42	Kilbessanty, . . .	Kilbessanty, . . .	m. 1825
Do., . . .	42	Do., . . .	Do., . . .	f. 1520
Do., . . .	34	Kilbessanty, . . .	Outerard, . . .	f. 4767
Do., . . .	25	Kilbessanty, . . .	Boley, . . .	m. 1006
Mayo, . . .	21	Kilbessanty, . . .	Swinsford, . . .	f. 2031
Do., . . .	20	Crossmollass, . . .	Richmond, . . .	m. 4010

APPENDIX K.

LIST of ONE HUNDRED and FIFTY-THREE SCHOOLS, towards the erection of which the Commissioners had sanctioned Grants, but which were not in operation on the 31st December, 1871.

ULSTER—27 Schools.

COUNTY OF ANTRIM, 1 School.

Roll No.	Parish.	District No.	School.	No. of Schools.	Number of Pupils to be accommodated.			If Lease executed, how School is vested.
					Males.	Females.	Total.	
10377	Kilwaughter,	8	Millbrook, . .	1	60	40	100	In Trustees.
			Total, . .	1	60	40	100	

COUNTY OF ARMAGH, NIL.

COUNTY OF CAVAN, 1 School.

9845	Knockride, . .	24	Derrydampf, . .	1	40	20	60	In Board.
			Total, . .	1	40	20	60	

COUNTY OF DONEGAL, 3 Schools.

9141	Drumbolme, . .	5	Laghey, . .	1	40	20	60	In Board.
9142	Inishmacint, . .	-	Bundoma, . m.	2	75	-	75	
9143	Do. . . .	-	Do. . f.	3	-	75	75	
9693	Killaghtee, . .	-	Drumlish, . .	4	40	20	60	
10424	Inniskeel, . .	1	Letticekeige, . .	5	40	35	75	In Trustees.
10358	Killyward, . .	5	Lockrum, . .	0	40	30	60	
10586	Tullyfern, . .	1	Millford, . .	7	60	40	100	
10661	Inniskeel, . .	5	Derrylonghaa, . .	8	-	-	-	
			Total, . .	8	295	210	505	

COUNTY OF DOWN, 3 Schools.

10154	Killyleagh, . .	10	Killyleagh, . m.	1	100	-	100	In Board.
10151	Do. . . .	-	Do. . f.	2	-	100	100	
10152	Do. . . .	-	Do. . l.	3	50	50	100	
			Total, . .	3	150	150	300	

COUNTY OF FERMANAGH, 2 Schools.

7868	Greenish, . .	13	Mullaghda, . .	1	40	35	75	In Board.
10625	Clones, . .	18	Ratone, . .	2	60	40	100	
			Total, . .	2	100	75	175	

COUNTY OF LONDONDERRY, 3 Schools.

9559	Greenlough, . .	7	Moneystaghan, . .	1	40	35	75	In Trustees.
9581	Maghera, . .	-	Gulladuff, . .	2	40	35	75	
10567	Magherafelt, . .	-	New Row, . .	3	60	40	100	
			Total, . .	3	140	110	250	

List of One Hundred and Fifty-three Schools, towards the erection of which the Commissioners had sanctioned Grants, but which were not in operation on the 31st December, 1871—ULSTER—continued.

COUNTY OF MONAGHAN,

6 Schools.

Roll No.	Parish.	District No.	School	No. of Schools.	Number of Pupils to be accommodated.			If Lease executed, how School is vested.
					Males.	Females.	Total.	
10429	Ematris, . . .	18	Cornvacan, . . m.	1	75	—	75	In Trustees.
10430	Do.	—	Do. . . . f.	2	—	75	75	
10573	Mockna, . . .	—	Angahive, . . f.	3	60	40	100	
10574	Ballybay, . . .	—	Ballybay, . . m.	4	100	—	100	
10575	Do.	—	Do. . . . f.	5	—	100	100	
10645	Clontibret, . .	—	Bilandy, . . .	6	50	40	100	
Total, . . .				6	295	255	550	

COUNTY OF TYRONE,

3 Schools.

10257	Donnacavey, . .	14	Corryglass, . .	1	60	60	120	In Board.
10400	Donaghadey, . .	15	Stewartstown, .	2	60	40	100	
10464	Aghaloe, . . .	—	Croughill, . . .	3	40	20	60	
Total, . . .				3	160	120	280	

MUNSTER—98 Schools.

COUNTY OF CLARE,

19 Schools.

9678	Kilnasdanne, . .	45	Oceanview, . . m.	1	75	—	75	In Trustees.
9851	Do.	—	Do. . . . f.	2	—	75	75	
9679	Do.	—	Atlantic, . . m.	3	75	—	75	
9803	Do.	—	Do. . . . f.	4	—	75	75	In Board.
9804	Killard,	—	Killard, . . m.	5	100	—	100	
9805	Do.	—	Do. . . . f.	6	—	100	100	
10190	Kilmurry Idricken,	—	Moghara, . . .	7	60	60	120	In Trustees.
10191	Do.	—	Coore,	8	60	60	120	
10245	Mayna,	—	Carrigsholt, . m.	9	150	—	150	
10246	Do.	—	Do. . . . f.	10	—	150	150	In Board.
10318	Kilballyowen, . .	—	Kilbaha, . . m.	11	75	—	75	
10319	Do.	—	Do. . . . f.	12	—	75	75	
10320	Kilfidane, . . .	—	Rfernan, . . .	13	60	40	100	In Board.
10321	Clondegad, . . .	—	Lisycassry, . .	14	60	60	120	
10332	Do.	—	Shannonview, .	15	60	60	120	
10317	Kilshanny, . . .	42	Kilshanny, . . m.	16	75	—	75	In Trustees.
10518	Do.	—	Do. . . . f.	17	—	75	75	
10568	Moyasta,	45	Querrin, . . .	18	60	60	120	
10572	Kilrush,	—	Kilrush, . . m.	19	400	—	400	
Total, . . .				19	1,310	890	2,200	

COUNTY OF CORK,

11 Schools.

8144	Kilbrin,	55	Curra, . . . m.	1	75	—	75	In Trustees.
8145	Do.	—	Do. . . . f.	2	—	75	75	
10090	Kilbrittain, . . .	59	Burris,	3	40	35	75	
10278	Kilnamartyry, .	55	Reenassivee, . .	4	75	75	150	Do.
10561	Kilmeen,	—	Drommarigle, . m.	5	75	—	75	
10562	Do.	—	Do. . . . f.	6	—	75	75	
10576	Do.	—	Rosamore, . . m.	7	75	—	75	Do.
10579	Do.	—	Do. . . . f.	8	—	75	75	
10583	Danbulla,	60	Glanahoy, . . m.	9	75	—	75	
10570	Do.	—	Do. . . . f.	10	—	75	75	Do.
10643	Monkstown, . . .	—	Monkstown, . . f.	11	—	150	150	
Total, . . .				11	415	560	975	

List of One Hundred and Fifty-three Schools, towards the erection of which the Commissioners had sanctioned Grants, but which were not in operation on the 31st December, 1871—MUNSTER—continued.

COUNTY OF KERRY, 50 Schools.

Roll No.	Parish.	District No.	School.	No. of Scholars.	Number of Pupils to be accommodated.			If Less erected, how School is vested.
					Males.	Females.	Total.	
7843	Kilbinnane, .	54	Rathen, . . m.	1	90	-	90	In Trustees.
7844	Do.	-	Do. . . . f.	2	-	60	60	
9073	Caher, . . .	57	Anglican, . m.	3	100	-	100	In Board.
9079	Do.	-	Do. . . . f.	4	-	100	100	
10048	Killarney, .	-	Loughgallane, m.	5	120	-	120	In Trustees.
10057	Killarney, .	54	Carrigah, . m.	6	100	-	100	
10058	Do.	-	Do. . . . f.	7	-	100	100	In Board.
10076	Armagh, . .	-	Derryquay, m.	8	75	-	75	
10078	Do.	-	Do. . . . f.	9	-	75	75	In Trustees.
10098	Kilboshane, .	57	Letterfinish, m.	10	75	-	75	
10099	Do.	-	Do. . . . f.	11	-	75	75	In Board.
10100	Do.	-	Glenlough, . m.	12	75	-	75	
10101	Do.	-	Do. . . . f.	13	-	75	75	In Trustees.
10102	Do.	-	Derrybeg, . . m.	14	40	35	75	
10107	Nohaval, . .	54	Nohaval, . . m.	15	75	-	75	In Trustees.
10126	Do.	-	Do. . . . f.	16	-	75	75	
10187	Lispole, . .	-	Minard Castle, m.	17	60	60	120	In Board.
10239	Kilboshane, .	57	Caherdaniel, m.	18	100	-	100	
10240	Do.	-	Do. . . . f.	19	-	100	100	In Trustees.
10241	Do.	-	Bunasser, . . m.	20	100	-	100	
10242	Do.	-	Do. . . . f.	21	-	100	100	In Trustees.
10261	Do.	-	Blackwater-bridge, m.	22	40	35	75	
10267	O'Brennan, .	54	Meeng, . . .	23	30	20	50	In Trustees.
10300	Killfeighney, .	-	Candouglas, . . m.	24	60	60	120	
10381	Kilcummin, .	-	Beale, . . .	25	60	60	120	In Trustees.
10392	Kilcummin, East, .	57	Turrahill, . . m.	26	60	60	120	
10394	Ballincuskane, .	54	Kilmurry, . . m.	27	100	-	100	In Trustees.
10395	Do.	-	Do. . . . f.	28	-	100	100	
10403	Ballybeg, . .	-	Glenderry, . . m.	29	75	-	75	In Trustees.
10404	Do.	-	Do. . . . f.	30	-	75	75	
10420	Kilcomley, .	-	Rahavanig, . . m.	31	75	-	75	In Trustees.
10421	Do.	-	Do. . . . f.	32	-	75	75	
10467	Killorglin, .	57	Douglas, . . m.	33	100	-	100	In Trustees.
10468	Do.	-	Do. . . . f.	34	-	100	100	
10501	Aghavallen, .	52	Astee, . . .	35	100	-	100	In Trustees.
10502	Do.	-	Do. . . . f.	36	-	100	100	
10503	Do.	-	Lennane, . . .	37	60	40	100	In Trustees.
10531	Galey, . . .	54	Dromorris, . . m.	38	100	-	100	
10532	Do.	-	Do. . . . f.	39	-	100	100	In Trustees.
10545	Killory, . .	-	Rathmerrill, . m.	40	75	-	75	
10546	Do.	-	Do. . . . f.	41	-	75	75	In Trustees.
10547	Dough, . . .	-	Islandmore, . m.	42	100	-	100	
10548	Do.	-	Do. . . . f.	43	-	100	100	In Trustees.
10549	Kilcummin, .	57	Inch, . . .	44	75	-	75	
10590	Do.	-	Do. . . . f.	45	-	75	75	In Trustees.
10593	Lisalten, . .	54	Lisalten, . . m.	46	100	-	100	
10596	Do.	-	Do. . . . f.	47	-	100	100	In Trustees.
10602	Glenbeigh, .	57	Banglesh, . . m.	48	60	40	100	
10608	Dromod, . .	-	Kilmakerrin, . m.	49	60	60	120	In Trustees.
10609	Glenarough, .	-	Drineagh, . . m.	50	60	40	100	
Total, . . .				50	2,400	2,170	4,570	

COUNTY OF LIMERICK, 9 Schools.

9820	Corcomohide, .	52	Ballygran, . m.	1	75	-	75	In Trustees.
9821	Do.	-	Do. . . . f.	2	-	75	75	
9832	Kilgobbin, . .	-	Broadford, . m.	3	100	-	100	In Trustees.
9855	Do.	-	Do. . . . f.	4	-	100	100	
10107	Kilbady, . .	-	Mount Collins, m.	5	100	-	100	In Board.
10108	Do.	-	Do. . . . f.	6	-	100	100	
10229	Brures, . . .	46	Brures, . . .	7	-	100	100	In Trustees.
10571	Monagay, . .	52	Tourrigan Tullig, m.	8	75	-	75	
10572	Do.	-	Do. . . . f.	9	-	75	75	
Total, . . .				9	350	450	800	

List of One Hundred and Fifty-three Schools, towards the erection of which the Commissioners had sanctioned Grants, but which were not in operation on the 31st December, 1871—MUNSTER—continued.

COUNTY OF TIPPERARY, . . . 9 Schools.

Roll No.	Parish.	District No.	School.	No. of Schools.	Number of Pupils to be accommodated.			If Lease expired, how School is vested.
					Males.	Females.	Total.	
10291	Cahir, . . .	53	Ballingeary, . . .	1	40	85	75	In Board.
10293	Orange, . . .	—	Gunnville, . . .	2	40	85	75	
10431	Templeoairy, . . .	46	Ballagh, . . m.	3	100	—	100	
10432	Do.	—	Do. . . f.	4	—	100	100	
10433	Do.	—	Ardara, . . m.	5	75	—	75	
10434	Do.	—	Do. . . f.	6	—	75	75	In Commrs. In Trustees.
10533	Killarney, . . .	—	Ballisodrehid, . . .	7	40	35	75	
10599	Knockgrafton, . . .	53	Knockgrafton, . . .	8	40	35	75	
10556	Ballygibbon, . . .	36	Glennakilly, . . .	9	60	40	100	
			Total, . . .	9	395	355	750	

COUNTY OF WATERFORD, NIL.

LEINSTER—8 Schools.

COUNTY OF CARLOW, NIL.

COUNTY OF DUBLIN, NIL.

COUNTY OF KILDARE, NIL.

COUNTY OF KILKENNY, 1 School.

8014	Killane, . . .	47	Killane,	1	60	40	100	In Board.
			Total, . . .	1	60	40	100	

KING'S COUNTY, NIL.

COUNTY OF LONGFORD, 5 Schools.

10029	Killoe, . . .	28	Drumlish, . . m.	1	75	—	75	In Trustees.
10023	Do.	—	Do. . . f.	2	—	75	75	
10258	Clongesh, . . .	—	Clontough, . . m.	3	75	—	75	
10329	Do.	—	Do. . . f.	4	—	75	75	
10489	Killoe, . . .	—	Corbey, . . .	5	—	—	—	
			Total, . . .	5	150	150	300	

COUNTY OF LOUTH, NIL.

COUNTY OF MEATH, NIL.

QUEEN'S COUNTY, 1 School.

10514	Stradhall, . . .	44	The Oosby, . . .	1	40	35	75	—
			Total, . . .	1	40	35	75	

COUNTY OF WESTMEATH, NIL.

List of One Hundred and Fifty-three Schools, towards the erection of which the Commissioners had sanctioned Grants, but which were not in operation on the 31st December, 1871.—*LEINSTER—continued.*

COUNTY OF WEXFORD, . . . 1 School.

Ball No.	Parish.	District No.	School.	No. of Schools.	Number of Pupils to be accommodated.			If Lease erected, new School is needed.
					Males.	Females.	Total.	
10250	Carrick, . . .	-	Barnstown, . . .	1	60	40	100	In Trustees.
			Total, . . .	1	60	40	100	

COUNTY OF WICKLOW, . . . Nil.

CONNAUGHT—20 Schools.

COUNTY OF GALWAY, . . . 10 Schools.

8838	Killarn, . . .	32	Headford, . . m.	1	100	-	100	} In Trustees.
8839	Do, . . .	-	Do, . . . f.	2	-	100	100	
8974	Do, . . .	-	Clann, . . . m.	3	100	-	100	-
8975	Do, . . .	-	Do, . . . f.	4	-	100	100	-
8976	Kilteavy, . . .	-	Claghonowar, . . m.	5	60	40	100	-
10455	Do, . . .	27	Clendoyla, . . m.	6	75	-	75	-
10456	Do, . . .	-	Do, . . . f.	7	-	75	75	-
10582	Gortmore, . . .	34	Gortmore, . . m.	8	75	-	75	} In Trustees.
10583	Do, . . .	-	Do, . . . f.	9	-	75	75	
10591	Moyrus, . . .	-	Ardara, . . .	10	40	35	75	In Comm.
			Total, . . .	10	450	425	875	

COUNTY OF LEITRIM, . . . 1 School.

8979	Kiltoghast, . . .	22	Kilnagross, . . .	1	60	60	120	In Trustees.
			Total, . . .	1	60	60	120	

COUNTY OF MAYO, . . . Nil.

COUNTY OF ROSCOMMON, . . . 6 Schools.

9406	Kilronan, . . .	22	Ardcollum, . . m.	1	75	-	75	} In Trustees.
9407	Do, . . .	-	Do, . . . f.	2	-	75	75	
9693	Tibohine, . . .	21	Brierfield, . . m.	3	60	40	100	-
10636	Kilglass, . . .	-	Tully, . . . m.	4	75	-	75	In Comm.
10637	Do, . . .	-	Do, . . . f.	5	-	75	75	
10638	Do, . . .	-	Ballyfoeny, . . m.	6	60	40	100	Do.
			Total, . . .	6	270	230	500	

COUNTY OF SLIGO, . . . 3 Schools.

10585	Kilmaetigue, . . .	21	Kilmaetigue, . . m.	1	-	-	-	-
10654	Kilfroe, . . .	22	Mullaghroe, . . m.	2	75	-	75	-
10666	Do, . . .	-	Do, . . . f.	3	-	75	75	-
			Total, . . .	3	75	75	150	

List of One Hundred and Fifty-three Schools, towards the erection of which the Commissioners had sanctioned Grants, but which were not in operation on the 31st December, 1871—CONNAUGHT—continued.

SUMMARIES IN COUNTIES AND PROVINCES.

SUMMARY OF ULSTER.					SUMMARY OF LEINSTER.				
Counties.	No. of Schools.	Number of Pupils to be accommodated.			Counties.	No. of Schools.	Number of Pupils to be accommodated.		
		Males.	Fem.	Total.			Males.	Fem.	Total.
ANTRIM,	1	60	40	100	CARLOW,	—	—	—	—
ARMAGH,	—	—	—	—	DUBLIN,	—	—	—	—
CAYN,	1	40	20	60	KILDARE,	—	—	—	—
DONALD,	8	295	210	505	KILKENNY,	1	60	40	100
DOW,	3	150	150	300	KING'S,	—	—	—	—
FERRISBURGH,	2	100	75	175	LONGFORD,	5	150	150	300
LONDONDERRY,	3	140	110	250	LOUTH,	—	—	—	—
MONAGHAN,	6	295	255	550	MEATH,	—	—	—	—
TYRONE,	2	160	120	280	QUEEN'S,	1	40	35	75
TOTAL,	27	1,240	980	2,220	WESTMEATH,	—	—	—	—
					WICKFORD,	1	60	40	100
					WICKLOW,	—	—	—	—
					TOTAL,	8	310	265	575

SUMMARY OF MUNSTER.					SUMMARY OF CONNAUGHT.				
Counties.	No. of Schools.	Number of Pupils to be accommodated.			Counties.	No. of Schools.	Number of Pupils to be accommodated.		
		Males.	Fem.	Total.			Males.	Fem.	Total.
CLARE,	19	1,810	890	2,700	GALWAY,	10	450	425	875
CORK,	11	415	360	775	LEITRIM,	1	60	60	120
KERRY,	50	2,400	2,170	4,570	MAYO,	—	—	—	—
LEHRICK,	9	350	400	750	ROSCOMMON,	6	270	230	500
TIPPERARY,	9	395	355	750	SLEIGH,	3	75	75	150
WATERFORD,	—	—	—	—	TOTAL,	20	855	790	1,645
TOTAL,	98	4,870	4,425	9,295					

SUMMARY IN PROVINCES OF THE FOREGOING.

Provinces.	No. of Schools.	Number of Pupils to be accommodated.		
		Males.	Females.	Total.
ULSTER,	27	1,240	980	2,220
MUNSTER,	90	4,870	4,425	9,295
LEINSTER,	8	310	265	575
CONNAUGHT,	20	855	790	1,645
TOTAL,	155	7,275	6,460	13,735

APPENDIX L.

I.—LIST of ONE HUNDRED AND THIRTY-FIVE SCHOOLS to which Grants of Salary and Books were made during the year ended 31st December, 1871.

ULSTER—61 Schools.				COUNTY OF DOWN—10 Schools.			
COUNTY OF ANTRIM—13 Schools.				Roll No.	Parish.	District.	School.
Roll No.	Parish.	District.	School.				
10506	Dunaghy, .	4	Dunaghy, Par.	10551	Kilmegan, .	17	Dundrum.
10508	Shankill, .	9	Andersonstown.	10552	Kilclief, .	17	Kilclief (2).
10529	Carrickfergus, .	8	Carrickfergus, f.	10559	Ardglass, .	17	Ardglass (2).
10530	Do, .	8	Do, i.	10604	Bright, .	17	Rosglass.
10543	Shankill, .	9	Roseland.	10608	Drumgooland, .	17	Drumgooland.
10556	Do, .	9	St. Catherine's Conv.	10615	Moira, .	11	Moira.
10556	Do, .	8	St. Paul's Church, m.	10616	Knockbroda, .	10	Newtown Breda, i.
10597	Do, .	8	Do, f.	10641	Do, .	10	Do, m.
10610	Hannahstown, .	-	Hannahstown.	10650	Senpatrick, .	11	Senpatrick.
10618	Shankill, .	8	Currie, m.	10668	Knockbroda, .	10	Bridge End, i.
10619	Do, .	8	Do, f.	COUNTY OF FERMANAGH—3 Schools.			
10620	Do, .	8	Do, i.	10510	Inishmacsaint, .	13	Knockareva.
10640	Carrickfergus, .	8	Minorca-place, i.	10606	Aghalurcher, .	-	Maguirebridge (2).
COUNTY OF ARMAGH—10 Schools.				10629	Inishmacsaint, .	-	Drumhad.
10490	Armagh, .	16	Bankrook (2).	COUNTY OF LONDONDERRY—4 Schools.			
10511	Kilcloonny, .	16	Bracklag, f.	10193	Aghadowey, .	-	Coolyrammer.
10519	Creggan, .	19	Creggan, f.	10325	Magherafelt, .	-	Magherafelt (Work-house).
10528	Drumree, .	16	Drumree.	10520	Banagher, .	-	Tirghessan.
10577	Mearns, .	11	Bellville.	10576	Macquinn, .	-	Canra.
10590	Kilcloonny, .	16	Cladybeg.	COUNTY OF MONAGHAN—2 Schools.			
10591	Kilmore, .	16	Bettishill.	10649	Muckno, .	10	Castellany (2).
10594	Grange, .	16	Alestragh.	10655	Tedavnet, .	18	Ballinade.
10611	Shankill, .	11	Tullygalley.	COUNTY OF TYRONE—2 Schools.			
10630	Tortanaghan, .	15	Derryland.	10407	Killyman, .	15	Trow.
COUNTY OF CAVAN—6 Schools.				10534	Termonmaguirk, .	14	Inishallora.
10492	Crosserlough, .	23	Aughaconny.	MUNSTER—35 Schools.			
10513	Laragh, .	23	Rackall.	COUNTY OF CLARE—4 Schools.			
10554	Dunagooon, .	24	Tullinlion.	10493	Kilshanny, .	42	Kilshanny, m.
10663	Drung, .	23	Drung.	10496	Do, .	42	Do, f.
10510	Killeshandra, .	31	Killeshandra.	10528	Killeshanny, .	42	Enora.
10592	Largan, .	24	Bellasis.	10644	Kilmanahoon, .	42	Ennistymon (Court).
COUNTY OF DONEGAL—11 Schools.				COUNTY OF CLARE—4 Schools.			
10508	Kilmacreanan, .	1	Portlann.				
10507	Mevagh, .	1	Manorvaghlan.				
10513	Templecorone, .	1	Lettacough.				
10579	Do, .	2	Sheriff's Mountain.				
10585	Kilbarrow, .	5	Kilbarrow.				
10601	Inishmacsaint, .	5	Magheracar.				
10617	Templecorone, .	1	Meenacross, temp.				
10625	Kilbarrow, .	5	Clythra, f.				
10627	Burt, .	2	Burt, f.				
10638	Glencolumbkille, .	1	Fennad.				
10667	Glencolumbkille, .	5	Glencolumbkille.				

COUNTY OF CORK—21 Schools.

Roll No.	Parish.	District.	School.
10475	Panleobus, .	59	Dunmanway (2).
10489	Kilgariffe, .	59	Kilgariffe.
10516	Grenagh, .	56	Ballyglass.
10523	Permy, .	56	Permy.
10524	St. Finbar's, .	60	St. Finbar's.
10548	Kilmeacomogue, .	58	Bantry, par.
10549	Panleobus, .	59	Ahakeera.
10557	Klanagh, .	59	Connagh.
10565	Drinoleague, .	59	Mecan.
10593	Cloyne, .	48	Ballyroneen, m.
10594	Do, .	48	Do, f.
10595	Kilmacabes, .	59	Knoeksketagh.
10605	St. Finbar's, .	60	St. Finbar's, f.
10624	Rahon, .	56	Knattary, f.
10635	Rathcosney, .	60	Lower Glasnevin.
10648	Holy Trinity, .	60	Christ Church.
10647	Do, .	60	Do, i.
10651	Cragh, .	58	Tragumma, m.
10652	Do, .	58	Do, f.
10657	Isbeggs, .	55	Keimaneigh, m.
10665	Kilmacabes, .	59	Cocon.

COUNTY OF KERRY—2 Schools.

10561	Ardfert, .	54	Ardfert.
10592	Valentin, .	57	Corobeg.

COUNTY OF LIMERICK—1 School.

10633	St. John's, .	51	St. John's, i.
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COUNTY OF TIPPERARY—5 Schools.

10414	Kilranna, .	36	Kilranna, m.
10423	Clonbeg, .	-	Kilross, f.
10529	Do, .	-	Do, f.
10527	Dangan, .	46	Dangan.
10528	Dolin, .	-	Bolingbrook.

COUNTY OF WATERFORD—2 Schools.

10635	Lismore, .	40	Lismore.
10639	Ballyduff, .	48	Ballyheady.

LEINSTER—17 Schools.

COUNTY OF CARLOW—Nil.

COUNTY OF DUBLIN—3 Schools.

10494	Stillorgan, .	-	Newtownpark.
10607	St. Mary's, .	-	Dominick street, i.
10638	Chapelizod, .	-	Chapelizod, No. 2.

COUNTY OF KILDARE—Nil.

COUNTY OF KILKENNY—3 Schools.

Roll No.	Parish.	District.	School.
10550	St. Patrick's, .	47	St. Joseph's, i.
10624	Callan, .	67	Callan Lodge, f.
10639	St. John's, .	-	St. John's, i.

KING'S COUNTY—1 School.

10515	Ballynacwilliam	37	Trimblestown.
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COUNTY OF LONGFORD—Nil.

COUNTY OF LOUTH.—2 Schools.

10537	Collon, .	-	Belpatrick.
10547	Darver, .	-	Darver, f.

COUNTY OF MEATH—Nil.

QUEEN'S COUNTY—1 School.

10304	Stimulally, .	44	Vicars town.
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COUNTY OF WESTMEATH—4 Schools.

10510	Portloman, .	33	Balrath, m.
10541	Do, .	33	Do, f.
10599	Feyran, .	33	Finna, m.
10609	Do, .	33	Do, f.

COUNTY OF WEXFORD—2 Schools.

10556	Tagoe, .	50	Tagoe.
10629	St. James and Dunbredy, .	49	Ramsgrange (Convent).

COUNTY OF WICKLOW—1 School.

10562	Mullinacoff, .	39	Ballynahan.
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CONNAUGHT—22 Schools.

COUNTY OF GALWAY—8 Schools.

10483	Killosolan, .	-	Killosolan.
10483	Moyrus, .	-	Ardsmore.
10538	Dunmore, .	32	Sylane, Dunmore.
10610	Killosolan, .	-	Killosolan, f.
10614	Kilkerria, .	-	Kilkerria, f.
10632	Dunmore, .	32	Carrakeel.
10648	Killosolan, .	-	Carle French, f.
10639	Moyrus, .	-	Letterard.

COUNTY OF LEITRIM—2 Schools.			
Roll No.	Parish.	District.	School.
10509	Killannet, .	12	Largy.
10631	Drumreilly, .	31	Kilmore, f.

COUNTY OF MAYO—4 Schools.			
10484	Annagh, .	32	Kesharra.
10612	Aghamore, .	21	Cloonfalagh.
10613	Do, .	21	Currowoodan.
10621	Ardagh, .	20	Rathmarnagh.

COUNTY OF ROSCOMMON—3 Schools.			
10491	Elphin, . .	29	Bishop Hudson's (Grammar).
10520	Boyle, . .	22	Abbertown (2).
10642	Baslisk, . .	27	Caddellbrook.

COUNTY OF SLIGO—5 Schools.			
10406	Ashenry, .	21	Currowilla.
10487	Do, .	-	Cloonaarra.
10512	Kilmaekhalgan, .	20	Belville.
10543	Kilglass, .	20	Kilglass.
10623	Killaraght, .	22	Derryknockavan.

SUMMARY OF ULSTER.	
County.	No. of Schools.
ANTRIM,	13
ARMAGH,	10
CAYAN,	6
DONEGAL,	11
DOWN,	10
FERRANAGH,	3
LONDONDERRY,	4
MONAGHAN,	2
TYRONE,	2
TOTAL,	61

SUMMARY OF MUNSTER.	
County.	No. of Schools.
CLARE,	4
CORK,	23
KERRY,	2
LIMERICK,	1
TIPPERARY,	5
WATERFORD,	2
TOTAL,	35

SUMMARY OF LEINSTER.	
County.	No. of Schools.
CARLOW,	-
DUBLIN,	3
KILDARE,	-
KILKENNY,	3
KING'S,	1
LONGFORD,	-
LOUTH,	2
MEATH,	-
QUEEN'S,	1
WEXFORD,	4
WICKLOW,	2
TOTAL,	17

SUMMARY OF CONNAUGHT.	
County.	No. of Schools.
GALWAY,	8
LEITRIM,	2
MAYO,	4
ROSCOMMON,	3
SLIGO,	5
TOTAL,	22

PROVINCIAL SUMMARY OF THE FOREGOING.

Province.	No. of Schools.
ULSTER,	61
MUNSTER,	35
LEINSTER,	17
CONNAUGHT,	22
TOTAL,	135

II.—List of Fifty Schools, towards which Grants were sanctioned for *Building, Fitting-up, and Enclosing*, during the year 1871.

ULSTER—11 Schools.				COUNTY OF KERRY—16 Schools.			
COUNTY OF ANTRIM—NIL.				Roll No.	Parish.	District.	School.
COUNTY OF ARMAGH—NIL.				10501	Anghavalen,	52	Astee, m.
COUNTY OF CAVAN—NIL.				10502	Do.	52	Do. f.
COUNTY OF DONEGAL—8 Schools.				10503	—	—	Lennamore.
Roll No.	Parish.	District.	School.	10531	Galley,	54	Dromerria, m.
10558	Killyward,	5	Lackrum.	10532	Do.	54	Do. f.
10586	Tullyfern,	1	Milford.	10545	Kilbury,	54	Rathmorell, m.
10661	Inishkeel,	5	Derrylonghan.	10546	Do.	54	Do. f.
COUNTY OF DOWN—NIL.				10587	Deagh,	54	Island Abby, m.
COUNTY OF FERMANAGH—1 School.				10588	Do.	—	Do. f.
10626	Clones,	18	Rateen.	10589	Killemmin,	57	Inch, m.
COUNTY OF LONDONDERRY—1 School.				10590	Do.	57	Do. f.
10667	Magherafelt,	17	New Row.	10533	Lisleton,	54	Lisleton, m.
COUNTY OF MONAGHAN—4 Schools.				10536	Do.	54	Do. f.
10578	Meekno,	18	Anaglave.	10602	Glenkeigh,	57	Burleigh.
10574	Ballihay,	18	Ballihay, m.	10603	Dromed,	57	Kilmaieria.
10575	Do.	18	Do. f.	10604	Glenrough,	57	Drinagh.
10645	Glentworth,	18	Billandy.	COUNTY OF LIMERICK—2 Schools.			
COUNTY OF TYRONE—2 Schools.				10571	—	—	Townreen Tuilig, m.
10500	Donaghadey,	15	Stewartstown, i.	10572	—	—	Do. f.
10564	Aghaloo,	15	Croughill.	COUNTY OF TIPPERARY—3 Schools.			
MUNSTER—28 Schools.				10533	Killadroy,	46	Ballydrohid.
COUNTY OF CLARE—4 Schools.				10560	Knockgraffen,	53	Knockgraffen.
10517	Kilshanny,	42	Kilshanny, m.	10636	Ballygibbon,	36	Glenahilly.
10518	Do.	42	Do. f.	COUNTY OF WATERFORD—NIL.			
10668	Mayna,	45	Querrin.	LEINSTER—2 Schools.			
10678	Kilrush,	45	Kilrush.	COUNTY OF CARLOW—NIL.			
COUNTY OF CORK—3 Schools.				COUNTY OF DUBLIN—NIL.			
10559	Duntallogh,	56	Glasahoy, m.	COUNTY OF KILDARE—NIL.			
10570	Do.	56	Do. f.	COUNTY OF KILKENNY—NIL.			
10643	Monkstown,	60	Monkstown, f.	KING'S COUNTY—NIL.			
COUNTY OF LOUTH—NIL.				COUNTY OF LONGFORD—1 School.			
COUNTY OF MEATH—NIL.				10489	Killoe,	28	Corbey.
QUEEN'S COUNTY—1 School.				COUNTY OF WEXFORD—NIL.			
10544	Stradally,	44	The Cosby.	COUNTY OF WICKLOW—NIL.			

CONNAUGHT—9 Schools.

COUNTY OF GALWAY—3 Schools.

Roll No.	Parish.	District.	School.	
10582	Gortmore, .	34	Gortmore, .	m.
10583	Do. .	34	Do. .	f.
10591	Moyras, .	34	Ardmore.	

COUNTY OF LEITRIM—Nil.

COUNTY OF MAYO—Nil.

COUNTY OF ROSCOMMON—3 Schools.

10636	Kilcockey, .	27	Tully, .	m.
10637	Do. .	27	Do. .	f.
10638	Kilghas, .	27	Ballyfeeny.	

COUNTY OF SLIGO—3 Schools.

10636	Kilmacfigue, .	21	Kilmacfigue.	
10674	Kilfroo, .	23	Mullaghroo, .	m.
10635	Do. .	23	Do. .	f.

SUMMARY OF ULSTER.

County.	No. of Schools.
ANTRIM,	—
ARMAGH,	—
CATAN,	—
DONEGAL,	3
DOW,	—
FERRANAGH,	1
LONDONDERRY,	1
MONAGHAN,	4
TYRONE,	2
TOTAL,	11

SUMMARY OF MUNSTER.

County.	No. of Schools.
CLARE,	4
CORR,	3
KERRY,	16
LIMERICK,	2
TIPPERARY,	3
WATERFORD,	—
TOTAL,	28

SUMMARY OF LEINSTER.

County.	No. of Schools.
CARLOW,	—
DUBLIN,	—
KILDARE,	—
KILKENNY,	—
KING'S,	—
LONGFORD,	1
LOUTH,	—
METH,	—
QUINN'S,	1
WESTMEATH,	—
WEXFORD,	—
WICKLOW,	—
TOTAL,	2

SUMMARY OF CONNAUGHT.

County.	No. of Schools.
GALWAY,	3
LEITRIM,	—
MAYO,	—
ROSCOMMON,	3
SLIGO,	3
TOTAL,	9

PROVINCIAL SUMMARY OF THE FOREGOING.

Province.	No. of Schools.
ULSTER,	11
MUNSTER,	28
LEINSTER,	2
CONNAUGHT,	9
TOTAL,	50

III.—LIST OF FORTY-TWO BUILDING CASES brought into operation during the year 1871.

ULSTER—13.

County.	Roll No.	Parish.	District No.	School.	
Antrim,	10278	Shankill,	9	Porters,	m.
"	10279	Do.	9	Do.	f.
Donegal,	10163	Inchkeel,	5	Glenties,	
"	10166	Do.	5	Glentiesgha,	
Ferranagh,	10141	Clenes,	18	Cardsola,	
Londonderry,	10029	Dunboe,	3	Ballyhackel,	
"	10044	Killowen,	3	Crannagh Hill,	
Monaghan,	10116	Aughanullen,	24	Corlac,	
"	10451	Kilmore,	18	Tappa,	
"	10452	Drumnat,	18	Drumabeeney,	m.
"	10453	Do.	18	Do.	f.
Tyrone,	10185	Ardstraw,	6	Altdoghal,	
"	10189	Lower Langfield,	14	Mulnavar,	

MUNSTER—20.

County.	Roll No.	Parish.	District No.	School.
Clare, . . .	10323	Clondagad, . . .	45	Fergus View, . . .
Cork, . . .	9162	Kilmonogue, . . .	60	Belgostey, . . .
" . . .	9787	Dromasiff, . . .	55	Derryglum, . . . m.
" . . .	9788	Do.	55	Do. f.
" . . .	9848	Kilcatherine, . . .	58	Kilmacowan, . . . m.
" . . .	9849	Do.	58	Do. f.
" . . .	9870	Drishane,	55	Hollymount, . . . m.
" . . .	9871	Do.	55	Do. f.
" . . .	10243	Desertserges, . . .	59	Ablehill, . . . m.
" . . .	10244	Do.	59	Do. f.
Kerry, . . .	9650	Kilcommigan, . . .	57	Meenoge, . . . m.
" . . .	9651	Do.	57	Do. f.
" . . .	10014	Do.	57	Coalick, . . . m.
" . . .	10015	Do.	57	Do. f.
" . . .	10016	Kilgarrylander, . . .	57	Fibough, . . . m.
" . . .	10017	Do.	57	Do. f.
Limerick, . .	100318	Kilkeedy,	51	Larriga, . . . m.
" . . .	100317	Do.	51	Do. f.
Tipperary, . .	100200	Cahir,	55	Garryclogher, . . .
" . . .	100350	Carbally,	36	Ballinakill, . . .

LEINSTER—4.

Dublin, . . .	9957	Clonsilla,	37	Clonsilla Village, . . .
Longford, . .	10344	Clonsilla,	28	Garrowhill, . . . m.
" . . .	10345	Do.	28	Do. f.
Wicklow, . . .	10111	Blessington, . . .	37	Lacken, . . .

CONNAUGHT—5.

Leitrim, . . .	10259	Inishmagrath, . . .	12	Gortaula, . . . m.
Roscommon, .	10218	Barnlia,	27	North Yard, . . .
" . . .	10326	Do.	27	Do. f.
Sligo, . . .	10422	Kilkeeman,	22	Coelavin, . . . m.
" . . .	10423	Do.	22	Do. f.

IV.—FOUR OPERATION SCHOOLS SUSPENDED during the year 1871.

Province and County.	Roll No.	Parish.	District No.	School.
ULSTER.				
Antrim, . . .	7837	Grange of Dough, . . .	9	Dough, . . . f.
Donegal, . . .	1362	Merragh,	1	Carrick, . . .
LEINSTER.				
Meath, . . .	1837	Boardsmill,	29	Batterstown, . . .
Westmeath, . .	5051	Mullingar,	33	Mullingar, preparatory.

V.—List of Schools—were Schools closed off the Roll during the year 1871, with the reasons assigned.

Parish and County.	School No.	Parish.	School No.	School.	No.	Reasons for removing Schools off Roll.
Essex.						
St. Andrew's	11	St. Andrew's	1111	St. Andrew's	11	Average attendance insufficient.
St. Andrew's	12	St. Andrew's	1112	St. Andrew's	12	School permanently closed.
St. Andrew's	13	St. Andrew's	1113	St. Andrew's	13	Same.
St. Andrew's	14	St. Andrew's	1114	St. Andrew's	14	School incorporated with St. Andrew's, No. 2, National School.
St. Andrew's	15	St. Andrew's	1115	St. Andrew's	15	Same.
St. Andrew's	16	St. Andrew's	1116	St. Andrew's	16	Same.
St. Andrew's	17	St. Andrew's	1117	St. Andrew's	17	Same.
St. Andrew's	18	St. Andrew's	1118	St. Andrew's	18	Same.
St. Andrew's	19	St. Andrew's	1119	St. Andrew's	19	Same.
St. Andrew's	20	St. Andrew's	1120	St. Andrew's	20	Same.
St. Andrew's	21	St. Andrew's	1121	St. Andrew's	21	Same.
St. Andrew's	22	St. Andrew's	1122	St. Andrew's	22	Same.
St. Andrew's	23	St. Andrew's	1123	St. Andrew's	23	Same.
St. Andrew's	24	St. Andrew's	1124	St. Andrew's	24	Same.
St. Andrew's	25	St. Andrew's	1125	St. Andrew's	25	Same.
St. Andrew's	26	St. Andrew's	1126	St. Andrew's	26	Same.
St. Andrew's	27	St. Andrew's	1127	St. Andrew's	27	Same.
St. Andrew's	28	St. Andrew's	1128	St. Andrew's	28	Same.
St. Andrew's	29	St. Andrew's	1129	St. Andrew's	29	Same.
St. Andrew's	30	St. Andrew's	1130	St. Andrew's	30	Same.
St. Andrew's	31	St. Andrew's	1131	St. Andrew's	31	Same.
St. Andrew's	32	St. Andrew's	1132	St. Andrew's	32	Same.
St. Andrew's	33	St. Andrew's	1133	St. Andrew's	33	Same.
St. Andrew's	34	St. Andrew's	1134	St. Andrew's	34	Same.
St. Andrew's	35	St. Andrew's	1135	St. Andrew's	35	Same.
St. Andrew's	36	St. Andrew's	1136	St. Andrew's	36	Same.
St. Andrew's	37	St. Andrew's	1137	St. Andrew's	37	Same.
St. Andrew's	38	St. Andrew's	1138	St. Andrew's	38	Same.
St. Andrew's	39	St. Andrew's	1139	St. Andrew's	39	Same.
St. Andrew's	40	St. Andrew's	1140	St. Andrew's	40	Same.
St. Andrew's	41	St. Andrew's	1141	St. Andrew's	41	Same.
St. Andrew's	42	St. Andrew's	1142	St. Andrew's	42	Same.
St. Andrew's	43	St. Andrew's	1143	St. Andrew's	43	Same.
St. Andrew's	44	St. Andrew's	1144	St. Andrew's	44	Same.
St. Andrew's	45	St. Andrew's	1145	St. Andrew's	45	Same.
St. Andrew's	46	St. Andrew's	1146	St. Andrew's	46	Same.
St. Andrew's	47	St. Andrew's	1147	St. Andrew's	47	Same.
St. Andrew's	48	St. Andrew's	1148	St. Andrew's	48	Same.
St. Andrew's	49	St. Andrew's	1149	St. Andrew's	49	Same.
St. Andrew's	50	St. Andrew's	1150	St. Andrew's	50	Same.
St. Andrew's	51	St. Andrew's	1151	St. Andrew's	51	Same.
St. Andrew's	52	St. Andrew's	1152	St. Andrew's	52	Same.
St. Andrew's	53	St. Andrew's	1153	St. Andrew's	53	Same.
St. Andrew's	54	St. Andrew's	1154	St. Andrew's	54	Same.
St. Andrew's	55	St. Andrew's	1155	St. Andrew's	55	Same.
St. Andrew's	56	St. Andrew's	1156	St. Andrew's	56	Same.
St. Andrew's	57	St. Andrew's	1157	St. Andrew's	57	Same.
St. Andrew's	58	St. Andrew's	1158	St. Andrew's	58	Same.
St. Andrew's	59	St. Andrew's	1159	St. Andrew's	59	Same.
St. Andrew's	60	St. Andrew's	1160	St. Andrew's	60	Same.
St. Andrew's	61	St. Andrew's	1161	St. Andrew's	61	Same.
St. Andrew's	62	St. Andrew's	1162	St. Andrew's	62	Same.
St. Andrew's	63	St. Andrew's	1163	St. Andrew's	63	Same.
St. Andrew's	64	St. Andrew's	1164	St. Andrew's	64	Same.
St. Andrew's	65	St. Andrew's	1165	St. Andrew's	65	Same.
St. Andrew's	66	St. Andrew's	1166	St. Andrew's	66	Same.
St. Andrew's	67	St. Andrew's	1167	St. Andrew's	67	Same.
St. Andrew's	68	St. Andrew's	1168	St. Andrew's	68	Same.
St. Andrew's	69	St. Andrew's	1169	St. Andrew's	69	Same.
St. Andrew's	70	St. Andrew's	1170	St. Andrew's	70	Same.
St. Andrew's	71	St. Andrew's	1171	St. Andrew's	71	Same.
St. Andrew's	72	St. Andrew's	1172	St. Andrew's	72	Same.
St. Andrew's	73	St. Andrew's	1173	St. Andrew's	73	Same.
St. Andrew's	74	St. Andrew's	1174	St. Andrew's	74	Same.
St. Andrew's	75	St. Andrew's	1175	St. Andrew's	75	Same.
St. Andrew's	76	St. Andrew's	1176	St. Andrew's	76	Same.
St. Andrew's	77	St. Andrew's	1177	St. Andrew's	77	Same.
St. Andrew's	78	St. Andrew's	1178	St. Andrew's	78	Same.
St. Andrew's	79	St. Andrew's	1179	St. Andrew's	79	Same.
St. Andrew's	80	St. Andrew's	1180	St. Andrew's	80	Same.
St. Andrew's	81	St. Andrew's	1181	St. Andrew's	81	Same.
St. Andrew's	82	St. Andrew's	1182	St. Andrew's	82	Same.
St. Andrew's	83	St. Andrew's	1183	St. Andrew's	83	Same.
St. Andrew's	84	St. Andrew's	1184	St. Andrew's	84	Same.
St. Andrew's	85	St. Andrew's	1185	St. Andrew's	85	Same.
St. Andrew's	86	St. Andrew's	1186	St. Andrew's	86	Same.
St. Andrew's	87	St. Andrew's	1187	St. Andrew's	87	Same.
St. Andrew's	88	St. Andrew's	1188	St. Andrew's	88	Same.
St. Andrew's	89	St. Andrew's	1189	St. Andrew's	89	Same.
St. Andrew's	90	St. Andrew's	1190	St. Andrew's	90	Same.
St. Andrew's	91	St. Andrew's	1191	St. Andrew's	91	Same.
St. Andrew's	92	St. Andrew's	1192	St. Andrew's	92	Same.
St. Andrew's	93	St. Andrew's	1193	St. Andrew's	93	Same.
St. Andrew's	94	St. Andrew's	1194	St. Andrew's	94	Same.
St. Andrew's	95	St. Andrew's	1195	St. Andrew's	95	Same.
St. Andrew's	96	St. Andrew's	1196	St. Andrew's	96	Same.
St. Andrew's	97	St. Andrew's	1197	St. Andrew's	97	Same.
St. Andrew's	98	St. Andrew's	1198	St. Andrew's	98	Same.
St. Andrew's	99	St. Andrew's	1199	St. Andrew's	99	Same.
St. Andrew's	100	St. Andrew's	1200	St. Andrew's	100	Same.

VI.—GENERAL SUMMARY.—Showing, 1. The Number of Schools in Operation on the 31st of December, 1871, with the Total Number of Pupils on the Roll, and the Average Daily Attendance for the year: 2. The interest received for Books, Requisites, and Apparatus at reduced prices: 3. Amount of aid granted by the Board in Free Stock of Books, Requisites, and Apparatus: 4. The Amount paid during the year in Salaries, Prizes, and Gratifications; together with the Amount contributed by the local parties in aid of Teachers' Salaries: 5. The Number of Schools towards the expenses of which the Commissioners had sanctioned Grants, but which had not come into operation on the 31st of December, 1871; with the expected Attendance upon them: 6. The Number of Schools in the Suspended List at the end of the year: And 7. The Total Number of Schools in connection with the Commissioners at the end of the year 1871.

CLUSTER—Operation Schools, 2,591. Building Schools, 57. Suspended Schools, 24.

Location and Periods.	No. of Schools.	Attendance in the Year			Amount paid for Books, Requisites, and Apparatus at Reduced Prices	Aid granted by the Board during the year.			Amount of Free Stock of Books, Requisites, and Apparatus issued by 1st of January	Building Schools			Total Number of Schools in connection with the Commissioners at the end of the year 1871	Total Number of Pupils on the Roll at the end of the year 1871			
		Total number of Pupils on the Roll in the Year.				Average Daily Attendance.	In Free Stock of Books, Requisites, and Apparatus	In Salaries, Prizes, and Gratifications.		In Books, Requisites, and Apparatus	In Salaries, Prizes, and Gratifications.	Expected Attendance.					
		Males.	Females.	Total.											Males.	Females.	Total.
Admission, January, 1871.	110	29,108	44,410	73,518	21,790	1,250	4	4	125	12	4	25,110	4	4	8	110	73,518
Admission, March, 1871.	280	17,000	25,210	42,210	11,240	450	12	4	125	12	4	17,000	12	12	24	280	42,210
Admission, May, 1871.	240	20,000	30,000	50,000	15,000	500	10	4	125	10	4	20,000	10	10	20	240	50,000
Admission, July, 1871.	220	22,000	33,000	55,000	16,500	550	10	4	125	10	4	22,000	10	10	20	220	55,000
Admission, September, 1871.	104	10,000	15,000	25,000	7,500	250	10	4	125	10	4	10,000	10	10	20	104	25,000
Admission, November, 1871.	120	12,000	18,000	30,000	9,000	300	10	4	125	10	4	12,000	10	10	20	120	30,000
Admission, December, 1871.	120	12,000	18,000	30,000	9,000	300	10	4	125	10	4	12,000	10	10	20	120	30,000
Total.	2,591	111,120	167,000	278,120	72,290	1,250	12	4	125	12	4	111,120	12	12	24	2,591	278,120

WINTER—Operation Schools, 1,792. Building Schools, 26. Suspended Schools, 24.

Operation and Periods.	No. of Schools.	Attendance in the Year				Amount paid for Books, Requisites, and Apparatus at Reduced Prices			Aid granted by the Board during the year			Amount of Free Stock of Books, Requisites, and Apparatus issued by 1st of January	Building Schools			Total Number of Schools in connection with the Commissioners at the end of the year 1871	Total Number of Pupils on the Roll at the end of the year 1871			
		Total number of Pupils on the Roll in the Year			Average Daily Attendance	In Free Stock of Books, Requisites, and Apparatus	In Salaries, Prizes, and Gratifications	In Books, Requisites, and Apparatus	In Salaries, Prizes, and Gratifications	In Books, Requisites, and Apparatus	In Salaries, Prizes, and Gratifications		Expected Attendance							
		Males	Females	Total									Males	Females	Total					
Admission, January, 1871	267	24,000	36,000	60,000	18,000	1,200	12	4	125	12	4	24,000	12	12	24	267	60,000			
Admission, March, 1871	267	24,000	36,000	60,000	18,000	1,200	12	4	125	12	4	24,000	12	12	24	267	60,000			
Admission, May, 1871	267	24,000	36,000	60,000	18,000	1,200	12	4	125	12	4	24,000	12	12	24	267	60,000			
Admission, July, 1871	267	24,000	36,000	60,000	18,000	1,200	12	4	125	12	4	24,000	12	12	24	267	60,000			
Admission, September, 1871	267	24,000	36,000	60,000	18,000	1,200	12	4	125	12	4	24,000	12	12	24	267	60,000			
Admission, November, 1871	267	24,000	36,000	60,000	18,000	1,200	12	4	125	12	4	24,000	12	12	24	267	60,000			
Admission, December, 1871	267	24,000	36,000	60,000	18,000	1,200	12	4	125	12	4	24,000	12	12	24	267	60,000			
Total.	1,792	111,120	167,000	278,120	72,290	1,250	12	4	125	12	4	111,120	12	12	24	1,792	278,120			

APPENDIX M.

I.—List of ONE HUNDRED and FORTY-EIGHT WORKHOUSE SCHOOLS in connexion on the 31st December, 1871, with the Total Number of Pupils for any time on Rolls, and the Average Daily Attendance of Pupils, as returned for the Year ending 31st December, 1871.

ULSTER—35 Schools.					COUNTY OF MONAGHAN—4 Schools.				
COUNTY OF ANTRIM—7 Schools.					Roll No.	District.	School.	Total No. of Pupils for any time on Rolls within the Year ended 31st Dec., 1871.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1871.
Roll No.	District.	School.	Total No. of Pupils for any time on Rolls within the Year ended 31st Dec., 1871.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1871.					
3048	9	Belfast . .	769	322	3383	10	Monaghan . .	80	51
3362	3	Ballycastle . .	53	23	3668	11	Carrickmacross . .	50	19
3563	8	Larne . .	107	63	7812	10	Clones . .	52	27
3690	3	Ballymeney . .	63	39	7884	-	Castledowny . .	85	44
3843	4	Ballymena . .	169	103			Total, . .	367	141
6314	3	Antrim . .	131	67					
8781	11	Lisnara . .	90	45					
		Total, . .	1,382	643					
COUNTY OF ARMAUGH—3 Schools.					COUNTY OF TYRONE—5 Schools.				
10280	19	Newry . .	161	68	3039	6	Castlederg . .	38	18
10412	16	Armagh . .	135	40	5074	15	Cookstown . .	50	38
		Total, . .	296	108	6315	6	Strabane . .	103	39
COUNTY OF CAVAN—4 Schools.					6316	14	Omagh . .	92	34
3420	23	Cavan, --- . .	98	56	6322	15	Dungannon . .	79	27
3447	24	Bailieborough . .	53	25			Total, . .	371	156
3644	-	Cooteshill . .	42	17					
6910	31	Bawnboy . .	43	20					
		Total, . .	236	118					
COUNTY OF DONEGAL—7 Schools.					MUNSTER—49 Schools.				
3863	2	Inishowen . .	91	18	COUNTY OF CLARE—6 Schools.				
4313	5	Donegal . .	49	18	3288	45	Ennis . .	183	78
4339	-	Ballyshannon . .	35	21	3408	42	Scarriff . .	63	36
4633	1	Millford . .	30	15	3849	45	Kilrush . .	88	46
4975	-	Lettorkenny . .	40	19	3534	42	Knocklymon . .	61	43
5057	-	Dunfanaghy . .	7	6	6130	-	Tulla . .	82	46
7714	5	Glenties . .	35	22	6224	45	Killybegs . .	33	17
		Total, . .	317	119	6350	42	Ballyvaughan . .	39	26
COUNTY OF DOWN—2 Schools.					6595	-	Cerrofin . .	37	22
3068	11	Banbridge . .	97	39			Total, . .	577	314
3350	10	Newtownards . .	140	75					
		Total, . .	245	114					
COUNTY OF FERMANAGH—Nil.					COUNTY OF CORK—17 Schools.				
COUNTY OF LONDONDERRY—4 Schools.					3167	48	Midleton . .	109	73
3381	3	Coleraine . .	107	51	3242	56	Forney . .	98	58
3881	2	Londonderry . .	132	71	3417	58	Skibbereen . .	83	39
9587	-	N.T. Limavady . .	73	40	3545	60	Cork . .	610	261
10325	7	Magherafelt . .	111	61	3565	59	Dunmanway . .	57	27
		Total, . .	443	223	3651	56	Mallow . .	160	77
					3923	55	Kanturk . .	166	81
					4411	53	Bantry . .	37	23
					4898	55	Macroom . .	63	38
					4925	60	Kinsale . .	84	24
					5993	58	Castletown . .	69	39
					6013	55	Millstreet . .	127	57
					6121	48	Youghal . .	139	57
					6123	59	Hanmon . .	77	40
					6140	50	Skull . .	41	26
					6216	56	Mitcheilstown . .	122	67
					6949	59	Oleankilly . .	64	41
							Total, . .	2,153	980

COUNTY OF KERRY—6 Schools.				
Roll No.	District.	School.	Total No. of Pupils for any time on Roll within the Year ended 31st Dec., 1871.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1871.
3030	54	Tralee . . .	277	116
4314	-	Listowel . . .	78	29
3834	57	Killarney . . .	129	75
4670	-	Keemore . . .	62	26
4996	-	Cahersivern . . .	59	25
5324	54	Dingle . . .	45	23
Total,			660	294

COUNTY OF LIMERICK—6 Schools.				
Roll No.	District.	School.	Total No. of Pupils for any time on Roll within the Year ended 31st Dec., 1871.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1871.
3040	52	Newcastle . . .	131	47
3066	46	Kilmallock . . .	106	66
3415	52	Rathkeale . . .	93	46
3938	51	Limerick . . .	550	266
6003	-	Croon . . .	84	57
6021	53	Glina . . .	28	17
Total,			1,072	518

COUNTY OF TIPPERARY—9 Schools.				
Roll No.	District.	School.	Total No. of Pupils for any time on Roll within the Year ended 31st Dec., 1871.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1871.
3924	53	Clocomel . . .	294	119
3142	46	Tipperary . . .	147	81
3363	53	Osabel . . .	250	117
3414	36	Roscrea . . .	55	33
3445	53	Clogheen . . .	44	23
3519	36	Nenagh . . .	158	98
3546	53	Carrick-on-Suir . . .	160	63
3647	43	Thurles . . .	118	67
3631	36	Borrisokane . . .	44	26
Total,			1,180	618

COUNTY OF WATERFORD—3 Schools.				
Roll No.	District.	School.	Total No. of Pupils for any time on Roll within the Year ended 31st Dec., 1871.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1871.
3418	48	Lismore . . .	56	31
3826	49	Waterford . . .	320	129
6745	-	Kilmallock . . .	71	26
Total,			447	186

LEINSTER—35 Schools.

COUNTY OF CARLOW—Nil.

COUNTY OF DUBLIN—3 Schools.

Roll No.	District.	School.	Total No. of Pupils for any time on Roll within the Year ended 31st Dec., 1871.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1871.
3144	30	Balrothery . . .	62	28
3363	48	Bethdown . . .	137	70
7187	39	Dublin, North . . .	407	203
Total,			596	296

COUNTY OF KILDARE—3 Schools.				
Roll No.	District.	School.	Total No. of Pupils for any time on Roll within the Year ended 31st Dec., 1871.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1871.
3155	37	Naas . . .	137	69
3962	44	Ashy . . .	178	102
6534	37	Celtbridge . . .	58	31
Total,			373	202

COUNTY OF KILKENNY—5 Schools.				
Roll No.	District.	School.	Total No. of Pupils for any time on Roll within the Year ended 31st Dec., 1871.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1871.
3570	47	Callan . . .	80	49
3567	-	Kilkenny . . .	168	85
6278	-	Thomastown . . .	81	68
6825	43	Urringford . . .	79	48
6943	44	Castlecomer . . .	62	33
Total,			470	291

KING'S COUNTY—3 Schools.				
Roll No.	District.	School.	Total No. of Pupils for any time on Roll within the Year ended 31st Dec., 1871.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1871.
3846	37	Edenderry . . .	62	25
3446	41	Tullamore . . .	143	71
7909	36	Parsonstown . . .	110	65
Total,			315	161

COUNTY OF LONGFORD—3 Schools.				
Roll No.	District.	School.	Total No. of Pupils for any time on Roll within the Year ended 31st Dec., 1871.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1871.
3868	28	Longford . . .	117	70
3866	-	Granard . . .	107	68
6811	-	Ballymahon . . .	55	27
Total,			279	160

COUNTY OF LOUTH—3 Schools.				
Roll No.	District.	School.	Total No. of Pupils for any time on Roll within the Year ended 31st Dec., 1871.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1871.
3340	25	Drughda . . .	134	68
3377	-	Dundalk . . .	108	54
5382	-	Ardee . . .	88	38
Total,			340	158

COUNTY OF MEATH—5 Schools.				
Roll No.	District.	School.	Total No. of Pupils for any time on Roll within the Year ended 31st Dec., 1871.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1871.
3143	29	Dunshaughlin . . .	46	26
3200	-	Trim . . .	87	48
3405	-	Navan . . .	84	38
3410	-	Kells . . .	79	46
3544	-	Oldcastle . . .	76	47
Total,			372	205

QUEEN'S COUNTY—2 Schools.

Roll No.	District.	School.	Total No. of Pupils for any time on Roll within the Year ended 31st Dec., 1871.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1871.
4315	41	Mountmellick .	150	59
5005	45	Donaghmore .	20	10
		Total, .	170	69

COUNTY OF WESTMEATH—3 Schools.

3274	35	Athlone . .	142	86
3630	33	Mullingar . .	123	63
5086	-	Delvin . .	39	23
		Total, .	304	172

COUNTY OF WEXFORD—3 Schools.

3598	59	Wexford . .	156	102
3520	-	New Ross . .	150	71
5674	-	Enniscorthy .	139	75
		Total, .	454	248

COUNTY OF WICKLOW—2 Schools.

3385	40	Rathdrum . .	131	63
3879	39	Shillelagh . .	76	39
		Total, .	207	102

CONNAUGHT—29 Schools.

COUNTY OF GALWAY—10 Schools.

3365	34	Galway . .	123	70
3366	35	Loughrea . .	62	19
3379	42	Gort . .	58	27
5323	34	Clifden . .	50	24
5440	32	Tuam . .	101	55
5592	34	Oughterard .	142	36
5508	32	Mount Bellaw .	53	29
6733	27	Glenamaddy .	93	42
6734	35	Portanna . .	65	35
7019	-	Ballinasloe .	64	41
		Total, .	816	381

COUNTY OF LEITRIM—3 Schools.

3419	29	Moill . .	85	44
3533	22	Cort-na-Shannon	114	63
3699	12	Manorhamilton .	45	27
		Total, .	244	134

COUNTY OF MAYO—5 Schools.

Roll No.	District.	School.	Total No. of Pupils for any time on Roll within the Year ended 31st Dec., 1871.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1871.
3859	29	Ballina . .	58	27
4253	26	Castlebar . .	-	-
4727	-	Westport . .	139	57
4906	21	Swinsford . .	75	27
5117	32	Ballinrobe . .	119	73
5143	-	Claremorris . .	59	23
6190	26	Newport . .	41	14
8474	20	Boinnet . .	135	29
9221	-	Killala . .	29	13
		Total, .	637	256

COUNTY OF ROSCOMMON—4 Schools.

3289	22	Boyle . .	130	65
3970	27	Roscommon . .	114	69
4933	-	Castleross . .	87	30
6122	-	Strakestown .	61	26
		Total, .	392	200

COUNTY OF SLIGO—3 Schools.

3396	12	Sligo . .	104	69
6590	20	Dromore, West .	19	12
6219	21	Tobaccoy . .	47	22
		Total, .	170	104

SUMMARY OF ULSTER.

County.	No. of Schools.	Total No. of Pupils for any time on Roll within the Year ended 31st Dec., 1871.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1871.
ANTRIM	7	1,382	663
ARMAGH	2	296	103
Cavan	4	226	118
DUNEDAL	7	317	119
DOWN	2	245	114
FERMANAGH . . .	-	-	-
LONDONDERRY . .	4	445	223
MONAGHAN	4	267	141
TYRONE	5	371	156
Total,	35	3,557	1,642

SUMMARY OF LEINSTER.

CARLOW	-	-	-
DUBLIN	3	696	290
KILDARE	5	575	283
KILKENNY	5	470	201
KING'S	3	315	161
LONGFORD	3	279	140

SUMMARY OF LEINSTER—continued.				SUMMARY OF CONNAUGHT.			
County.	No. of Schools.	Total No. of Pupils for any time on Roll within the Year ended 31st Dec., 1871.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1871.	County.	No. of Schools.	Total No. of Pupils for any time on Roll within the Year ended 31st Dec., 1871.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1871.
LOUTH	3	340	138	GALWAY	10	816	381
MEATH	5	372	265	LEITRIM	3	244	134
QUEEN'S	2	170	69	MAEO	9	637	236
WEXFORD	3	384	172	ROSCOMMON . .	4	392	200
WEXFORD	3	464	248	SLIGO	3	170	104
WICKLOW	2	207	102				
TOTAL,	35	3,890	2,054	TOTAL,	29	2,269	1,075

SUMMARY OF MUNSTER.				SUMMARY IN PROVINCES OF THE FOREGOING.			
County.	No. of Schools.	Total No. of Pupils for any time on Roll within the Year ended 31st Dec., 1871.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1871.	Province.	No. of Schools.	Total No. of Pupils for any time on Roll within the Year ended 31st Dec., 1871.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1871.
CLARE	8	577	314	ULSTER	35	3,157	1,642
CORK	17	2,153	980	MUNSTER	49	6,689	2,910
KERRY	6	660	294	LEINSTER	35	3,806	2,054
LIMERICK	6	1,072	518	CONNAUGHT . . .	29	2,269	1,075
TIPPERARY	9	1,180	618				
WATERFORD	3	447	196	TOTAL,	148	15,795	7,681
TOTAL,	49	6,089	2,910				

II.—LIST of EIGHTEEN SCHOOLS attached to PRISONS which were in connexion on 31st December, 1871.

Extract from Commissioners' Rules, as to nature of aid granted to Prison Schools.—"Such Schools are received into connexion upon the same general principles as the Workhouse Schools, and grants of books are made thereto. In special cases gratuities are awarded to the Teachers."

No.	Roll No.	School.	County.	District.	No.	Roll No.	School.	County.	District.
1	3206	Ennis,	Clare	45	10	7484	Richmond Penitentiary, . . f.	Dublin	30
2	1385	Cork County, No. 1,	Cork	60			Kilmainham, . . .	Ditto	38
3	1386	Ditto, No. 2,	Ditto	-	11	9376	Naze,	Kildare	37
4	6962	Trillick,	Kerry	54	12	8921	Maryboro', . . m.	Queen's	41
5	8258	Clenmel,	Tipperary	53	13	8938	Ditto,	Ditto	-
6	9520	Nenagh, . . m.	Ditto	30	14	8994	Mullingar, . . m.	Westmeath	33
7	5531	Ditto, . . f.	Ditto	-	15	5475	Ditto,	Ditto	-
8	9259	Waterford, . . .	Waterford	49	16	5513	Galway County, .	Galway	34
9	7483	Richmond Bridge-well, . . m.	Dublin	38	17	3567	Ditto Town, . .	Ditto	-
					18	3800			

III.—LIST of THREE LUNATIC ASYLUM SCHOOLS, in connexion on 31st December, 1871.

8865 Richmond, m.	Dublin	30	9032 Sligo, . .	Sligo	12
8866 Ditto, f.	Ditto	-			

IV.—LIST of ONE HUNDRED and FIFTY-SEVEN CONVENT and MONASTIC SCHOOLS* in connexion on the 31st December, 1871, with the Total Number of Pupils on the Rolls, and the Average Daily Attendance, as returned by the Managers, for the Year ending 31st December, 1871.

ULSTER—19 Schools.					COUNTY OF MONAGHAN—1 School.				
COUNTY OF ANTRIM—3 Schools.					Roll No.	District	School.	Total No. of Pupils for any time on Rolls within the Year ended 31st Dec., 1871.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1871.
Roll No.	District	School.	Total No. of Pupils for any time on Rolls within the Year ended 31st Dec., 1871.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1871.					
7959	8	Crumlin-road, f. org.	760	268	359	18	Monaghan, . f.	333	157
8056	9	Hamilton-street, . org.	436	223			Total, . .	338	157
10566	9	St. Catherine's, f.	433	177					
		Total, . .	2,159	803					
COUNTY OF ARMAGH—3 Schools.					COUNTY OF TYRONE—2 Schools.				
7598	19	Canal-street, f.	442	166	6828	14	Omagh, . f.	224	110
8256	16	Mt. St. Catherine, f.	293	134	10110	6	Strabane, . f.	383	136
5719	11	Edward-street, f.	452	175			Total, . .	607	246
		Total, . .	1,187	475					
COUNTY OF CAVAN—3 Schools.					MUNSTER—57 Schools.				
8490	23	Cavan, . f.	378	120	COUNTY OF CLARE—3 Schools.				
10176	-	Ballyjamesduff, .	235	131	7290	45	Kilrush, . f.	430	202
10208	-	Belturbet, . .	246	97	7315	-	Ennis, . f.	965	407
		Total, . .	859	338	10044	42	Ennistymon,* f.	-	-
							Total, . .	1,295	609
COUNTY OF DONEGAL—3 Schools.					COUNTY OF CORK—22 Schools.				
7693	5	Ballyshannon, f.	180	83	512	40	Midleton, . f.	936	458
9278	2	Moyle, . f.	98	51	1541	56	Charleville, f.	405	265
10901	5	Magheranear, .	195	40	2258	56	Fermoy, . f.	618	272
		Total, . .	396	182	2278	-	Millstreet, . f.	409	170
COUNTY OF DOWN—2 Schools.					3820	40	Youghal, . f.	690	282
248	10	High-street, f.	700	357	4260	56	Doneraile, . f.	605	230
9725	-	Restrevor, . f.	105	86	4572	80	Kinsale, . f.	797	296
		Total, . .	805	443	4690	56	Mallow, . f.	426	213
					5257	50	Bandon, . f.	812	343
COUNTY OF FERMANAGH—1 School.					5669	60	St. George's-st. Laurence, m.	757	313
7487	13	Enniskillen (2), f.	392	170	5840	-	Blackrock, . f.	167	86
		Total, . .	392	170	5899	-	Douglas-street, m.	1,421	500
COUNTY OF LONDONDERRY—1 School.					6153	-	St. Finbar's, f.	2,062	648
6163	2	St. Columb's (2), f.	407	232	6376	-	Queensdown, f.	1,181	529
		Total, . .	407	232	6528	-	St. Joseph's, f.	1,805	592
					7651	59	Clonkilly, . f.	679	375
					8414	60	Passage West, i.	354	161
					8430	58	Skibbereen (2), f.	679	306
					9161	-	Bantry, . f.	403	308
					9823	-	Cashelstown, . f.	279	158
					10047	55	Marazion, . f.	472	257
					10232	-	Kanturk, . f.	440	198
							Total, . .	15,690	6,582

* No returns; recently added.

COUNTY OF KERRY—12 Schools.

Roll No.	District.	School.	Total No. of Pupils for any time within the Year ended 31st Dec., 1871.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1871.
533	57	Killarney (1), f.	674	263
538	54	Dingle, f.	457	231
545	54	Trillick (1), f.	715	271
1793	57	Killarney, m.	495	259
1858	-	Milltown, f.	512	186
2884	-	Cahircivean, f.	453	182
3635	-	Milltown, m.	861	153
4662	54	Listowel, f.	776	306
6215	-	Castledand, f.	716	319
6534	57	Killarney (2), f.	256	130
8320	-	Kemmare, f.	356	143
9296	54	Trillick (2), f.	389	174
Total, . .			6,280	3,066

COUNTY OF LIMERICK—9 Schools.

570	51	SS. Mary and Munchin's, f.	1,208	542
5143	-	Perry-square, f.	749	367
5347	-	Sexton-street, f.	1,318	442
5554	-	St. Mary's, f.	135	51
6082	52	St. Catherine's, f.	653	294
6569	-	St. Anne's, f.	491	225
6526	51	St. John's-sq., f.	1,128	334
9256	-	Adare, f.	312	129
10166	48	Doon, f.	403	150
Total, . .			6,337	2,502

COUNTY OF TIPPERARY—9 Schools.

581	53	Cashel, f.	737	311
2118	36	Air-hill, f.	434	299
4068	43	Thurles, f.	692	399
7352	36	Nanagh, f.	752	239
8968	53	Fechara, f.	513	265
9467	43	Templemore, f.	353	184
9632	45	Tipperary, f.	746	339
10120	53	Cahir, f.	913	358
7292	-	Drangan, f.	188	124
Total, . .			5,328	2,411

COUNTY OF WATERFORD—2 Schools.

1289	48	Tallow, f.	334	177
3238	-	Cappoquin, f.	418	235
Total, . .			752	412

LEINSTER—65 Schools.

COUNTY OF CARLOW—5 Schools.

581	30	Tallow, m.	304	124
482	-	Uita, f.	304	139
356	-	Carlow, f.	672	272
1936	-	Bagnalstown, f.	478	149
10310	-	Carlow, f.	199	94
Total, . .			1,952	778

COUNTY OF DUBLIN—16 Schools.

Roll No.	District.	School.	Total No. of Pupils for any time within the Year ended 31st Dec., 1871.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1871.
715	37	Larna, f.	214	86
721	40	Blackbrook, f.	318	300
729	38	Loreto, f.	202	109
1149	30	King's Inns-st., f.	1,859	750
1805	38	Bostonstown, f.	224	80
2018	-	Baggot-street, f.	1,830	754
2660	40	Kingstown, f.	1,057	497
3033	36	George's-hill, f.	1,459	419
6372	38	Pir-house, f.	225	71
6742	-	Warrenmount, f.	1,033	305
7039	-	Tranquilla, f.	210	59
7182	40	Delkey, f.	273	123
7546	39	Golden-bridge, f.	788	280
7666	40	Glenthale, f.	303	191
7863	37	Clonsilla, f.	244	129
8743	38	Roundtown, f.	405	194
Total, . .			10,383	4,263

COUNTY OF KILDARE—5 Schools.

771	44	Kildare, f.	311	106
779	37	Maynooth, f.	282	117
1151	-	Clane, f.	170	94
3246	-	Nans, f.	420	222
4397	44	Athy, f.	614	262
Total, . .			1,797	801

COUNTY OF KILKENNY—3 Schools.

806	47	Kilkenny, f.	627	264
5437	49	Mooneenah, f.	214	101
9134	47	Geeshelodge, f.	173	79
Total, . .			1,014	444

KING'S COUNTY—6 Schools.

325	41	Killina, f.	296	86
2008	-	Tullamore, f.	377	404
3230	38	Birr, f.	599	277
7471	41	Portlinton, f.	398	127
8082	-	Clara, f.	240	99
9237	36	Bangor, f.	146	66
Total, . .			2,566	1,059

COUNTY OF LONGFORD—2 Schools.

837	28	Longford, f.	482	178
8548	-	N.T.-Forbes, f.	188	52
Total, . .			670	230

COUNTY OF LOUTH—5 Schools.					COUNTY OF WICKLOW—4 Schools.				
Roll No.	District.	School.	Total No. of Pupils for any three consecutive Years ended 31st Dec., 1870.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1871.	Roll No.	District.	School.	Total No. of Pupils for any three consecutive Years ended 31st Dec., 1870.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1871.
851	25	Drogheda, . f.	828	306	5237	40	Duigny, . f.	124	46
5387	-	Dundalk (2), . f.	826	352	7180	-	Bray (2), . f.	443	184
8052	-	St. Mary's, . f.	464	222	10162	-	St. Michael's, . f.	169	78
8445	-	Ardee (2), . f.	568	153	10410	-	Wicklow, . f.	441	284
10475	-	Drogheda, . f.	335	119			Total, . .	1,167	552
		Total, . .	2,019	1,234					
COUNTY OF MEATH—2 Schools.					COUNTY OF GALWAY—9 Schools.				
883	29	Navan (1), . f.	452	182	1011	35	Loughrea, . f.	-	-
7472	-	Do. (2), . f.	446	215	1013	34	Rabreen, . f.	750	342
		Total, . .	898	397	1016	-	Galway, . m.	807	315
					4515	-	Newtownsmallick, . f.	1,108	563
					6632	35	St. Vincent's, . f.	490	228
					6839	-	Ballinasloe, . f.	587	263
					8105	42	Gort (2), . f.	463	258
					9322	34	Oughterard, . f.	357	179
					8795	-	Oranmore, . f.	361	189
							Total, . .	4,923	2,380
QUEEN'S COUNTY—5 Schools.					COUNTY OF LETTRIM—1 School.				
902	41	Cootestreet, . f.	248	91	9735	31	Dromshambo, . f.	138	50
1990	-	Maryborough, . f.	433	180			Total, . .	130	50
3526	-	Abbeyleix, . f.	271	123					
6497	44	Stradally, . f.	345	184					
7103	-	Mountmellick, . f.	334	150					
		Total, . .	1,331	707					
COUNTY OF WESTMEATH—3 Schools.					COUNTY OF MAYO—2 Schools.				
934	33	Mullingar, . f.	705	267	5215	20	Ballina, . f.	544	14
8874	-	Rochford Bridge, . f.	201	100	7713	21	Swinford, . f.	506	147
8682	-	Meath (2), . f.	282	182			Total, . .	1,050	291
		Total, . .	1,288	499					
COUNTY OF WEXFORD—9 Schools.					COUNTY OF ROSCOMMON—3 Schools.				
967	50	New Ross, . f.	888	204	7238	27	Roscommon, . f.	468	202
989	-	Wexford, . f.	833	350	7723	25	St. Peter's, . f.	445	171
3634	39	Newtownbary, . f.	124	62	10088	22	Abbeycree, . f.	391	165
3834	40	Gorey, . f.	236	123			Total, . .	1,294	538
4949	30	Wexford, . f.	532	227					
6058	-	Ennisworthy, . f.	453	175					
8221	-	Templehaughan, . f.	361	142					
9047	-	New Ross (2), . f.	330	144					
10622	-	Rangraha, . f.	110	51					
		Total, . .	3,335	1,475					
					COUNTY OF SLIGO—1 School.				
					5851	12	Sligo, . . f.	724	249
							Total, . .	724	249

* Not in operation.

SUMMARY OF ULSTER.				SUMMARY OF LEINSTER.			
County.	No. of Schools.	Total No. of Pupils for any time on Roll within the Year ended 31st Dec., 1871.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1871.	County.	No. of Schools.	Total No. of Pupils for any time on Roll within the Year ended 31st Dec., 1871.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1871.
ANTRIM, . . .	3	2,189	803	CARLOW, . . .	5	1,332	778
ARMAGH, . . .	3	1,187	475	DUBLIN, . . .	16	10,335	4,293
CAVAN, . . .	3	859	331	KILDARE, . . .	5	1,797	801
DONNIGAL, . . .	3	366	182	KILKENNY, . . .	3	1,263	458
DOWN, . . .	2	885	443	KING'S, . . .	6	2,585	1,050
FERMANAGH, . . .	1	392	170	LONGFORD, . . .	2	670	230
LONDONDERRY, . . .	1	407	232	LOUTH, . . .	5	2,819	1,284
MONAGHAN, . . .	1	338	157	MEATH, . . .	2	836	397
TYRONE, . . .	2	607	246	QUEEN'S, . . .	5	1,621	707
TOTAL, . . .	19	7,390	3,046	WESTMEATH, . . .	3	1,298	493
SUMMARY OF MUNSTER.				WEXFORD, . . .	9	3,395	1,475
CLARE, . . .	3	1,295	600	WICKLOW, . . .	4	1,167	522
CORK, . . .	22	15,680	6,582	TOTAL, . . .	65	30,431	12,423
KERRY, . . .	12	6,250	2,098	SUMMARY OF CONNAUGHT.			
LIMERICK, . . .	9	6,337	2,092	GALWAY, . . .	9	4,923	2,200
TIPPERARY, . . .	9	5,328	2,411	LEITRIM, . . .	1	136	50
WATERFORD, . . .	2	752	412	MAYO, . . .	2	1,050	288
TOTAL, . . .	57	35,672	15,624	ROSCOMMON, . . .	5	1,294	538
				SLEIGH, . . .	1	724	249
				TOTAL, . . .	16	8,127	3,405

SUMMARY IN PROVINCES OF THE FOREGOING.

Province.	No. of Schools.	Total No. of Pupils for any time on Roll within the Year ended 31st Dec., 1871.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1871.
ULSTER, . . .	19	7,390	3,046
MUNSTER, . . .	57	35,672	15,624
LEINSTER, . . .	65	30,431	12,423
CONNAUGHT, . . .	16	8,127	3,405
TOTAL, . . .	157	81,550	34,498

APPENDIX N.

LIST of AGRICULTURAL SCHOOLS in connexion with BOARD on
31st December, 1871.

I.—23 FIRST-CLASS AGRICULTURAL SCHOOLS under exclusive MANAGEMENT of BOARD.

NOTE.—Schools marked with an asterisk are under Mr. Doyle's inspection.

No.	County.	Roll No.	School.	Post Town.	Area of Farm.	Discipline.
1	Antrim,	6737	Ballymoney,	Ballymoney,	A. R. P.	3
2	Ditto,	6867	Ulster (Belfast),	Belfast,	23 2 2	3
3	Cavan,	5927	Bailieborough	Bailieborough,	108 1 25	3
4	Donegal,	6908	Templedoon,	Letterkenny,	48 0 15	24
5	Ditto,	4703	Dunlewy,	Dunlewy,	20 0 0	1
6	Fermanagh,	9071	Enniskillen,	Enniskillen,	13 0 0	1
7	Monaghan,	4383	Bath,	Broomfield, Castleblayney,	8 0 0	13
8	Cork,	1272	Glendore,*	Cork,	42 2 0	24
9	Ditto,	5236	Farraby,*	Lenn, Roscarberry,	24 3 8	59
10	Ditto,	5636	Dunmanway,*	Kildorrery,	48 3 8	56
11	Ditto,	6726	Monaster (Cork),*	Dunmanway,	12 0 0	39
12	Limerick,	3613	Mount Trenchard,*	Cork,	126 3 17	60
13	Ditto,	5554	Tervoe,*	Foynes, Shanagolden,	30 0 0	32
14	Ditto,	4943	Limerick,*	Clarins, Limerick,	23 2 21	51
15	Tipperry,	3694	Kyle Park,	Limerick,	70 3 3	51
16	Ditto,	5424	Derrycastle,*	Borrisokane,	16 0 2	20
17	Ditto,	5615	Gormanstown,*	Kilhaloe,	18 1 22	51
18	Dublin,	—	Albert Training Institution,	Ardinstan, Clonmel,	47 2 33	53
19	Kildare,	6200	Athy,	Glacovin,	178 3 24	30
20	Kilkenny,	5351	Woodstock,	Athy,	64 0 29	44
21	Ditto,	4901	Kilkenny,	Innistigue,	8 2 35	48
22	Leltrim,	1123	Leltrim,	Kilkenny,	79 0 34	47
				Leltrim,	15 0 0	22

II.—14 FIRST-CLASS AGRICULTURAL SCHOOLS under LOCAL MANAGEMENT.

1	Antrim,	2454	Larne,	Larne,	7 0 28	8
2	Fermanagh,	3361	Carrick,	Lisbellaw, Enniskillen,	28 0 0	13
3	Monaghan,	370	Corragilla,	Monaghan,	16 0 0	18
4	Tyrone,	9308	Loughash,	Dunmagham,	80 0 20	6
5	Clare,	5106	Cahersparkin,*	Ennistymon,	20 0 0	42
6	Ditto,	3373	Sallybank,*	Breadford,	16 0 0	31
7	Ditto,	2439	Peakle,*	Peakle,	14 2 16	42
8	Waterford,	1710	Glengarra,*	Lismore,	20 0 0	43
9	Carlow,	5803	Garryhill,	Bagnalstown,	11 2 10	39
10	Kilkenny,	6109	Piltown,*	Piltown,	8 1 20	53
11	King's,	824	Rahaa,	Tullamore,	12 3 0	41
12	Meath,	6802	Woodpole,	Kells,	15 0 0	29
13	Galway,	1320	Ballinskil,	Marble Hill, Loughrea,	30 0 0	35
14	Roscommon,	5788	Glenduff,	Locarrow, Athlone,	30 2 20	27

III.—14 SCHOOL GARDENS.†

No.	County.	Roll No.	School.	Post Town.	Area of Garden.			District No.
					A.	R.	P.	
1	Armagh, .	7200	Derryceaghan, .	Markethill, .	0	1	0	16
2	Donegal, .	5230	Convey, .	Raphoe, .	0	1	0	1
3	Doitto, .	1864	Castlelin, No. 1, .	Castlelin, .	0	1	0	6
4	Doitto, .	7187	Drunavish, .	Stranorlar, .	0	1	10	6
5	Doitto, .	4608	Brackless, .	Dunkinsale, .	0	1	0	5
6	Tyrossa, .	5857	Clara, .	Castlederg, .	0	2	13	15
7	Doitto, .	8831	Moy, .	Moy, .	0	2	0	15
8	Tipperary, .	10457	Cahir, .	Cahir, .	0	8	0	53
9	Dublin, .	4882	Glasnevin, .	Glasnevin, .	1	2	19	30
10	Longford, .	856	Longford, .	Longford, .	0	1	38	28
11	Maye, .	1074	Ballaghadroneen, .	Ballaghadroneen, .	0	1	0	21
12	Doitto, .	5837	Prizen, .	Balla, Ballyglass, .	0	1	0	25
13	Roscommon, .	4100	Loughglynn, .	Loughglynn, Frenchpark, .	0	2	27	21
14	Sligo, .	9701	Ratimullan, .	Ballymote, .	0	1	10	21

IV.—115 ORDINARY AGRICULTURAL SCHOOLS UNDER LOCAL MANAGEMENT.

No.	County.	Roll No.	School.	Post Town.	Area of Farm.			District No.
					A.	R.	P.	
1	Antrim, .	6081	Ballycarr, .	Ballycarr, .	7	0	20	8
2	Armagh, .	4900	Poyntzpass, .	Poyntzpass, .	2	0	10	16
3	Doitto, .	4971	Tanlough, .	Doitto, .	7	0	0	16
4	Doitto, .	4325	Drammougher, .	Doitto, .	1	0	0	19
5	Doitto, .	10511	Brackley, .	Markethill, .	1	0	0	18
6	Doitto, .	8511	Lisnaddill, .	Armagh, .	7	0	20	16
7	Doitto, .	1478	Markethill, .	Doitto, .	0	2	0	16
8	Caran, .	4842	Drung, .	Drung, Ballyhaice, .	11	1	25	23
9	Doitto, .	6857	Termoa, .	Killinkere, Virginia, .	25	3	27	24
10	Doitto, .	8713	Carracleigh, .	Glengoolen, Down, .	12	2	0	31
11	Doitto, .	4024	Tallycassan, .	Doitto, .	15	0	0	31
12	Doitto, .	8812	Kilcoy, .	Granard, .	4	1	30	23
13	Doitto, .	6397	Monagh, .	Blacklion, .	14	0	0	13
14	Doitto, .	7775	Kilnakeck, .	Kilnakeck, .	3	2	25	23
15	Doitto, .	6700	Baran, .	Blacklion, .	85	0	0	13
16	Doitto, .	5359	Meenastieve, .	Enniskillen, Blacklion, .	3	1	0	13
17	Denegal, .	5363	Balleighan, .	Manorcunningham, Strabane, .	30	2	0	1
18	Doitto, .	5000	Carradocan, .	Rathmullen, Rathmellon, .	6	2	0	1
19	Doitto, .	1595	Toolan, .	Burnfoot, Derry, .	4	0	0	2
20	Doitto, .	4571	Armaghmore Island, .	Burton Port, Letterkenny, .	4	0	0	1
21	Doitto, .	6349	Creevery, .	Rathmullen, .	5	0	0	1
22	Doitto, .	5874	Coolmore, .	Rosnawhagh, Ballyshannon, .	13	2	0	5
23	Doitto, .	4009	Keadue, .	Burton Port, Letterkenny, .	3	0	0	1
24	Doitto, .	1735	Killybegs, .	Killybegs, .	3	2	20	5
25	Doitto, .	4418	Carrickboy, .	Ballyshannon, .	2	2	0	5
26	Doitto, .	9660	Baranmore, .	Donegal, .	4	0	0	5
27	Down, .	9501	Hill Hall, .	Lisburn, .	1	2	20	17
28	Fernanagh, .	3784	Crive, .	Fivemiletown, .	10	2	16	18
29	Doitto, .	9786	Loak, .	Loak, Kesh, .	5	3	0	13
30	Doitto, .	1741	Gushedy, .	Edarney, .	16	0	0	5
31	Monaghan, .	5114	Brownfield, .	Castlederg, .	9	3	0	24
32	Doitto, .	5489	Ashburton, .	Doitto, .	5	0	0	24
33	Doitto, .	6821	Cormeen, .	Monaghan, .	11	0	22	18
34	Tyrossa, .	1557	Ballynense, .	Dunmanagh, .	54	0	0	6
35	Doitto, .	2236	Drammougher, .	Castlemellonfield, .	10	2	33	15
36	Doitto, .	8438	Castlederg (Edwards), .	Castlederg, .	1	0	0	6
37	Doitto, .	9285	Parkaneur, .	Danganoo, .	2	0	30	15
38	Doitto, .	10283	Newmills, .	Coal Island, .	5	1	25	15
39	Clara, .	448	Pacton, .	Limerick, .	2	1	7	81
40	Doitto, .	6708	Tahler, .	Gort, .	10	3	38	42
41	Doitto, .	2853	Bollanruan, .	Crusheen, Ennis, .	6	2	1	42
42	Doitto, .	6573	Moveen, .	Carrigaholt, .	11	1	14	45
43	Doitto, .	3409	Drammougher, .	Gort, .	25	0	0	42
44	Doitto, .	7708	Tullyrime, .	Kilrush, .	6	2	35	45
45	Doitto, .	8241	Scorpal, .	Miltown Malbay, .	2	0	0	45

† The school gardens are all under local management, with the exception of that at Glasnevin, which is under the exclusive management of the Board.

IV.—115 ORDINARY AGRICULTURAL SCHOOLS UNDER LOCAL MANAGEMENT.—*con.*

No.	County.	Roll No.	School.	Post Town.	Area of Farm.			Total Pupils.
					A.	R.	P.	
46	Cork,	5709	Clonkeen,*	Roscarberry,	8	0	0	59
47	Do.,	5431	Kilmaina,*	Rathoornack, Fermoy,	7	0	32	56
48	Do.,	6295	Freemount,*	Millford, Charleville,	9	0	0	56
49	Do.,	4455	Newmarket,*	Newmarket, Kanturk,	15	1	23	55
50	Do.,	4953	Ballyham,	Cocillawa, Mallow,	16	0	0	56
51	Kerry,	7813	Dinnendarragh,*	Kenmare,	4	0	0	57
52	Do.,	6091	Landedowne,	Do.,	7	0	0	53
53	Do.,	3251	Snoem,*	Snoem,	6	0	0	57
54	Limerick,	4467	Killacolla,*	Brassie,	10	0	0	52
55	Tipperary,	18416	Pinnoe,	Carnoy, Roscrea,	5	0	0	56
56	Waterford,	5253	Grange,*	Ardmore,	2	0	0	48
57	Do.,	9446	Ballysaggart,*	Lismore,	12	0	0	48
58	Kildare,	2284	Twomilehouse,	Nuas,	4	3	17	37
59	Do.,	1713	Clane,	Clane,	2	1	12	37
60	Do.,	772	Tiermohan,	Kilcock,	2	0	30	37
61	Do.,	2293	Rudestown,	Rathmore, Nuas,	3	1	30	37
62	Kilkenny,	4891	Ballyglon,*	Piltown,	3	3	24	43
63	Do.,	6133	Whitechurch,*	Carriock-on-Suir,	6	0	15	53
64	Do.,	6919	Clenmore,*	Piltown,	3	1	0	53
65	Longford,	5559	Rothcline,	Lanesborough,	7	0	0	27
66	Do.,	1436	Cloontagh,	Killashoe, Longford,	10	0	0	33
67	Do.,	7877	Steeplepark,	Longford,	2	1	28	29
68	Meath,	885	Roseth,	Roseth,	7	3	20	37
69	Do.,	2797	Killoom,	Mynemeth,	2	0	0	47
70	Queen's,	6553	Rath,	Ballyteittas,	2	1	0	41
71	Do.,	1812	Arles,	Ballickmayler,	3	1	0	44
72	Westmeath,	531	Ballinvalley,	Castletowndelvin,	6	2	0	33
73	Wicklow,	4538	Delgany,	Delgany,	8	0	0	46
74	Galway,	1645	Kilvarra,	Kilvarra,	19	0	0	43
75	Do.,	4216	Castleknock,	Castleknock, Tnam,	19	0	0	33
76	Do.,	8204	Esker, No. 2,	Banagher,	8	2	29	36
77	Do.,	3955	Williamstown,	Williamstown, Ballymoe,	9	0	0	33
78	Do.,	7797	Corraghmore,	Ballymore Bridge,	5	0	30	32
79	Do.,	3342	Clonkeenakeryl,	Monaleigh, Mountbellew,	25	0	0	55
80	Do.,	36483	Killsohn,	Caltra, Ballinacree,	3	1	0	35
81	Leitrim,	5942	Drumadern,	Chono, Mohill,	2	2	0	38
82	Do.,	5294	Ackill,	Ballyshannon,	20	0	0	5
83	Do.,	6679	Tullycavan,	Dromkerran,	6	0	0	12
84	Mayo,	4692	Carragora,	Knockmore, Ballina,	9	0	0	30
85	Do.,	1412	Doncastle,	Bunninadden, Ballymote,	1	2	17	21
86	Do.,	1050	Brussa,	Ballaghadroneen,	4	1	0	21
87	Do.,	7327	Roskeery,	Do.,	3	2	0	21
88	Do.,	5126	Lelidach,	Hollymout,	8	0	0	32
89	Do.,	3250	Cleaghbar,	Knockmore, Ballina,	4	2	0	29
90	Do.,	7750	Dorrimacarta,	Ballaghadroneen,	2	3	32	21
91	Do.,	5233	Lisnaisike,	Ballina,	1	3	0	29
92	Do.,	7519	Cloonta,	Carrowcastle, Ballaghadroneen,	4	0	0	21
93	Do.,	6945	Bekan,	Ballyshannis,	1	2	19	32
94	Do.,	10286	Turleagh,	Ballyvarey, Swinford,	23	0	0	26
95	Do.,	3563	Ouliba,	Kilnamagh,	1	0	0	21
96	Do.,	3552	Kilmoeve, No. 1,	Kilmoeve, Ballaghadroneen,	8	0	0	21
97	Reconnaught,	1697	Cornafalla,	Athlone,	13	3	11	35
98	Do.,	7292	Ballymurray,	Ballymurray,	20	0	0	27
99	Do.,	8405	Ballymintan,	Ballyferan, Ballinacree,	5	1	7	27
100	Do.,	7997	Slatta,	Roskeery,	11	0	0	27
101	Do.,	7863	Mountallen,	Kedone,	4	3	10	22
102	Do.,	9460	Ballyfeenoy,	Sturkstown,	13	0	0	27
103	Sligo,	1213	Geavagh,	Ballyfaran, Carr-an-Shan,	3	0	28	22
104	Do.,	6404	Carry,	Belaghy, Swinford,	4	0	4	21
105	Do.,	9669	Doonfin,	Skreen,	3	0	0	26
106	Do.,	8626	Powellsboro',	Tubbercurry,	2	2	15	21
107	Do.,	4106	Kilrushaiter,	Dromore West,	13	0	0	26
108	Do.,	7761	Bunnernagh,	Belaghy, Swinford,	2	2	0	21
109	Do.,	8606	Celfadin,	Ballymote,	15	0	0	21
110	Do.,	7925	Carrowree,	Sligo,	4	3	12	13
111	Do.,	1093	Benada,	Aclaze, Tubbercurry,	1	3	30	21
112	Do.,	7962	Quigihar,	Innisrone,	2	2	29	20
113	Do.,	2536	Clonlongh,	Boyle,	4	0	0	27
114	Do.,	4892	Cloonscool,	Cloonscove, Tubbercurry,	8	0	0	21
115	Do.,	9220	Bunninadden,	Bunninadden,	39	0	0	21

1840	1841	1842	1843	1844	1845	1846	1847	1848	1849	1850	1851	1852	1853	1854	1855	1856	1857	1858	1859	1860	1861	1862	1863	1864	1865	1866	1867	1868	1869	1870	1871	1872	1873	1874	1875	1876	1877	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910	1911	1912	1913	1914	1915	1916	1917	1918	1919	1920	1921	1922	1923	1924	1925	1926	1927	1928	1929	1930	1931	1932	1933	1934	1935	1936	1937	1938	1939	1940	1941	1942	1943	1944	1945	1946	1947	1948	1949	1950	1951	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2085	2086	2087	2088	2089	2090	2091	2092	2093	2094	2095	2096	2097	2098	2099	2100	2101	2102	2103	2104	2105	2106	2107	2108	2109	2110	2111	2112	2113	2114	2115	2116	2117	2118	2119	2120	2121	2122	2123	2124	2125	2126	2127	2128	2129	2130	2131	2132	2133	2134	2135	2136	2137	2138	2139	2140	2141	2142	2143	2144	2145	2146	2147	2148	2149	2150	2151	2152	2153	2154	2155	2156	2157	2158	2159	2160	2161	2162	2163	2164	2165	2166	2167	2168	2169	2170	2171	2172	2173	2174	2175	2176	2177	2178	2179	2180	2181	2182	2183	2184	2185	2186	2187	2188	2189	2190	2191	2192	2193	2194	2195	2196	2197	2198	2199	2200	2201	2202	2203	2204	2205	2206	2207	2208	2209	2210	2211	2212	2213	2214	2215	2216	2217	2218	2219	2220	2221	2222	2223	2224	2225	2226	2227	2228	2229	2230	2231	2232	2233	2234	2235	2236	2237	2238	2239	2240	2241	2242	2243	2244	2245	2246	2247	2248	2249	2250	2251	2252	2253	2254	2255	2256	2257	2258	2259	2260	2261	2262	2263	2264	2265	2266	2267	2268	2269	2270	2271	2272	2273	2274	2275	2276	2277	2278	2279	2280	2281	2282	2283	2284	2285	2286	2287	2288	2289	2290	2291	2292	2293
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Teachers in receipt of Good Service Salary—continued.

County.	Pay No.	School	Name of Teacher, and Term of Service completed since last Re-election.					
			Males.			Females.		
			1 Term.	10 Terms.	11 Terms.	4 Terms.	12 Terms.	15 Terms.
Longford.	1844	Orange, Dist.	..	..	Samuel McTeery.	..	..	..
	1850	Whitehead, No. 2.	..	..	Wm. McColough.	..	..	..
	1851	Boynemore.	..	..	John McColough.	..	..	..
	1852	Boynemore.	..	..	Thomas McColough.	..	..	..
	1853	Boynemore.	..	..	Will. Ryan.	..	..	..
	1854	Boynemore.	..	..	John Ryan.	..	..	..
	1855	Boynemore.	..	..	Robert McColough.	..	..	..
	1856	Boynemore.	..	..	Henry O'Connell.	..	..	..
	1857	Boynemore.	..	..	Patrick Keenan.	..	..	..
	1858	Boynemore.	..	..	Edward Quinn.	..	..	..
	1859	Boynemore.	..	..	John O'Connell.	..	..	..
	1860	Boynemore.	..	..	Wm. O'Connell.	..	..	..
	1861	Boynemore.	..	..	John O'Connell.	..	..	..
	1862	Boynemore.	..	..	Henry McColough.	..	..	..
	1863	Boynemore.	..	..	..	..	..	..
	1864	Boynemore.	..	..	..	..	..	..
	1865	Boynemore.	..	..	..	..	..	..
	1866	Boynemore.	..	..	..	..	..	..
	1867	Boynemore.	..	..	..	..	..	..
	1868	Boynemore.	..	..	..	..	..	..
Longford.	1869	Boynemore.	..	..	..	..	..	..
	1870	Boynemore.	..	..	..	..	..	..
	1871	Boynemore.	..	..	..	..	..	..
	1872	Boynemore.	..	..	..	..	..	..
	1873	Boynemore.	..	..	..	..	..	..
	1874	Boynemore.	..	..	..	..	..	..
	1875	Boynemore.	..	..	..	..	..	..
	1876	Boynemore.	..	..	..	..	..	..
	1877	Boynemore.	..	..	..	..	..	..
	1878	Boynemore.	..	..	..	..	..	..
	1879	Boynemore.	..	..	..	..	..	..
	1880	Boynemore.	..	..	..	..	..	..
	1881	Boynemore.	..	..	..	..	..	..
	1882	Boynemore.	..	..	..	..	..	..
	1883	Boynemore.	..	..	..	..	..	..
Longford.	1884	Boynemore.	..	..	..	..	..	..
	1885	Boynemore.	..	..	..	..	..	..
	1886	Boynemore.	..	..	..	..	..	..
	1887	Boynemore.	..	..	..	..	..	..
	1888	Boynemore.	..	..	..	..	..	..
	1889	Boynemore.	..	..	..	..	..	..
	1890	Boynemore.	..	..	..	..	..	..
	1891	Boynemore.	..	..	..	..	..	..
	1892	Boynemore.	..	..	..	..	..	..
	1893	Boynemore.	..	..	..	..	..	..

Teachers in receipt of Good Service Salary—continued.

County.	Net Pay.	School.	Name of Teacher, and Years of Service completed when first Classified.					
			Males.			Females.		
			10 Years.	15 Years.	17 Years.	10 Years.	15 Years.	17 Years.
Wicklow.	1100	Clonsilla, . . . . .	..	..	Thomas Flannery.	..	..	..
Do.	1070	Trillick, . . . . .	..	..	John O'Leary.	..	..	..
Do.	1050	Ballinacorney, . . . . .	..	..	John Flannery.	..	..	..
Do.	1020	Ballinacorney, . . . . .	..	..	..	..	..	..
Do.	1000	Ballinacorney, . . . . .	..	..	..	..	..	..
Do.	970	Ballinacorney, . . . . .	..	..	..	..	..	..
Do.	950	Ballinacorney, . . . . .	..	..	..	..	..	..
Do.	920	Ballinacorney, . . . . .	..	..	..	..	..	..
Do.	900	Ballinacorney, . . . . .	..	..	..	..	..	..
Do.	870	Ballinacorney, . . . . .	..	..	..	..	..	..
Do.	850	Ballinacorney, . . . . .	..	..	..	..	..	..
Do.	820	Ballinacorney, . . . . .	..	..	..	..	..	..
Do.	800	Ballinacorney, . . . . .	..	..	..	..	..	..
Do.	770	Ballinacorney, . . . . .	..	..	..	..	..	..
Do.	750	Ballinacorney, . . . . .	..	..	..	..	..	..
Do.	720	Ballinacorney, . . . . .	..	..	..	..	..	..
Do.	700	Ballinacorney, . . . . .	..	..	..	..	..	..
Do.	670	Ballinacorney, . . . . .	..	..	..	..	..	..
Do.	650	Ballinacorney, . . . . .	..	..	..	..	..	..
Do.	620	Ballinacorney, . . . . .	..	..	..	..	..	..
Do.	600	Ballinacorney, . . . . .	..	..	..	..	..	..
Do.	570	Ballinacorney, . . . . .	..	..	..	..	..	..
Do.	550	Ballinacorney, . . . . .	..	..	..	..	..	..
Do.	520	Ballinacorney, . . . . .	..	..	..	..	..	..
Do.	500	Ballinacorney, . . . . .	..	..	..	..	..	..
Do.	470	Ballinacorney, . . . . .	..	..	..	..	..	..
Do.	450	Ballinacorney, . . . . .	..	..	..	..	..	..
Do.	420	Ballinacorney, . . . . .	..	..	..	..	..	..
Do.	400	Ballinacorney, . . . . .	..	..	..	..	..	..
Do.	370	Ballinacorney, . . . . .	..	..	..	..	..	..
Do.	350	Ballinacorney, . . . . .	..	..	..	..	..	..
Do.	320	Ballinacorney, . . . . .	..	..	..	..	..	..
Do.	300	Ballinacorney, . . . . .	..	..	..	..	..	..
Do.	270	Ballinacorney, . . . . .	..	..	..	..	..	..
Do.	250	Ballinacorney, . . . . .	..	..	..	..	..	..
Do.	220	Ballinacorney, . . . . .	..	..	..	..	..	..
Do.	200	Ballinacorney, . . . . .	..	..	..	..	..	..
Do.	170	Ballinacorney, . . . . .	..	..	..	..	..	..
Do.	150	Ballinacorney, . . . . .	..	..	..	..	..	..
Do.	120	Ballinacorney, . . . . .	..	..	..	..	..	..
Do.	100	Ballinacorney, . . . . .	..	..	..	..	..	..
Do.	80	Ballinacorney, . . . . .	..	..	..	..	..	..
Do.	60	Ballinacorney, . . . . .	..	..	..	..	..	..
Do.	40	Ballinacorney, . . . . .	..	..	..	..	..	..
Do.	20	Ballinacorney, . . . . .	..	..	..	..	..	..
Do.	0	Ballinacorney, . . . . .	..	..	..	..	..	..

Teachers in receipt of Good Service Salary—continued.

County.	Roll No.	School.	Name of Teacher, and Term of Service completed since last Distribution.					
			Males.			Females.		
			1 Term.	11 Years.	12 Years.	1 Term.	11 Years.	12 Years.
Leath.	2562	Leath.	—	—	—	—	—	Mary McVie
	2570	Providence.	—	—	Josh. Farrell.	—	—	—
	2572	Stonewall.	—	High Ryan.	—	—	—	—
	2582	Enoch.	—	Fin. Jackson.	—	—	—	—
Mach.	2592	Clayton.	—	—	—	—	—	—
	2597	Stonewall.	—	—	—	—	—	—
	2600	Stonewall.	—	—	—	—	—	—
	2603	Stonewall.	—	—	—	—	—	—
	2605	Stonewall.	—	—	—	—	—	—
	2608	Stonewall.	—	—	—	—	—	—
	2609	Stonewall.	—	—	—	—	—	—
	2610	Stonewall.	—	—	—	—	—	—
	2611	Stonewall.	—	—	—	—	—	—
	2612	Stonewall.	—	—	—	—	—	—
	2613	Stonewall.	—	—	—	—	—	—
	2614	Stonewall.	—	—	—	—	—	—
	2615	Stonewall.	—	—	—	—	—	—
	2616	Stonewall.	—	—	—	—	—	—
Queen's.	2617	Stonewall.	—	—	—	—	—	—
	2618	Stonewall.	—	—	—	—	—	—
	2619	Stonewall.	—	—	—	—	—	—
	2620	Stonewall.	—	—	—	—	—	—
	2621	Stonewall.	—	—	—	—	—	—
	2622	Stonewall.	—	—	—	—	—	—
	2623	Stonewall.	—	—	—	—	—	—
	2624	Stonewall.	—	—	—	—	—	—
	2625	Stonewall.	—	—	—	—	—	—
	2626	Stonewall.	—	—	—	—	—	—
	2627	Stonewall.	—	—	—	—	—	—
	2628	Stonewall.	—	—	—	—	—	—
	2629	Stonewall.	—	—	—	—	—	—
	2630	Stonewall.	—	—	—	—	—	—
Westmore.	2631	Stonewall.	—	—	—	—	—	—
	2632	Stonewall.	—	—	—	—	—	—
	2633	Stonewall.	—	—	—	—	—	—
	2634	Stonewall.	—	—	—	—	—	—

Teachers in receipt of Good Service Salary—continued.

County.	Sch. No.	School.	Name of Teacher, and Term of Service completed since last re-appointment.					
			Males.			Females.		
			10 Years.	11 Years.	12 Years.	10 Years.	11 Years.	12 Years.
Lancashire.	7514	Middle,	—	—	Michael Reynolds.	—	—	—
	7515	Little,	—	John Hardy.	—	—	—	—
	7516	Middle,	—	Rev. Ross.	—	—	—	—
May.	1000	Donwicks,	—	—	Thomas M'Donnell.	—	—	—
	1012	Donwicks,	—	—	David Smith.	—	—	—
	1013	Donwicks,	—	—	John Thompson.	—	—	—
	1014	Donwicks,	—	—	Patrick Patten.	—	—	—
	1015	Donwicks,	—	—	Rev. M'Elroy.	—	—	—
	1016	Donwicks,	—	—	John Joyce.	—	—	—
	1017	Donwicks,	—	—	Patrick Lyons.	—	—	—
	1018	Donwicks,	—	—	Thomas Moore.	—	—	—
	1019	Donwicks,	—	—	Marion Phipps.	—	—	—
	1020	Donwicks,	—	—	—	—	—	—
	1021	Donwicks,	—	—	—	—	—	—
	1022	Donwicks,	—	—	—	—	—	—
	1023	Donwicks,	—	—	—	—	—	—
	1024	Donwicks,	—	—	—	—	—	—
	1025	Donwicks,	—	—	—	—	—	—
	1026	Donwicks,	—	—	—	—	—	—
	1027	Donwicks,	—	—	—	—	—	—
	1028	Donwicks,	—	—	—	—	—	—
	1029	Donwicks,	—	—	—	—	—	—
	1030	Donwicks,	—	—	—	—	—	—
	1031	Donwicks,	—	—	—	—	—	—
	1032	Donwicks,	—	—	—	—	—	—
	1033	Donwicks,	—	—	—	—	—	—
Barnetshire.	1034	Donwicks,	—	—	—	—	—	—
	1035	Donwicks,	—	—	—	—	—	—
	1036	Donwicks,	—	—	—	—	—	—
	1037	Donwicks,	—	—	—	—	—	—
	1038	Donwicks,	—	—	—	—	—	—
	1039	Donwicks,	—	—	—	—	—	—
	1040	Donwicks,	—	—	—	—	—	—
	1041	Donwicks,	—	—	—	—	—	—
	1042	Donwicks,	—	—	—	—	—	—
	1043	Donwicks,	—	—	—	—	—	—

1870	1215	Quinn,	1						Chas. Gordon
1870	1216	Quinn,	1						
1870	1217	Quinn,	1						
1870	1218	Quinn,	1						
1870	1219	Quinn,	1						
1870	1220	Quinn,	1						
1870	1221	Quinn,	1						
1870	1222	Quinn,	1						
1870	1223	Quinn,	1						
1870	1224	Quinn,	1						
1870	1225	Quinn,	1						
1870	1226	Quinn,	1						
1870	1227	Quinn,	1						
1870	1228	Quinn,	1						
1870	1229	Quinn,	1						
1870	1230	Quinn,	1						
1870	1231	Quinn,	1						
1870	1232	Quinn,	1						
1870	1233	Quinn,	1						
1870	1234	Quinn,	1						
1870	1235	Quinn,	1						
1870	1236	Quinn,	1						
1870	1237	Quinn,	1						
1870	1238	Quinn,	1						
1870	1239	Quinn,	1						
1870	1240	Quinn,	1						
1870	1241	Quinn,	1						
1870	1242	Quinn,	1						
1870	1243	Quinn,	1						
1870	1244	Quinn,	1						
1870	1245	Quinn,	1						
1870	1246	Quinn,	1						
1870	1247	Quinn,	1						
1870	1248	Quinn,	1						
1870	1249	Quinn,	1						
1870	1250	Quinn,	1						
1870	1251	Quinn,	1						
1870	1252	Quinn,	1						
1870	1253	Quinn,	1						
1870	1254	Quinn,	1						
1870	1255	Quinn,	1						
1870	1256	Quinn,	1						
1870	1257	Quinn,	1						
1870	1258	Quinn,	1						
1870	1259	Quinn,	1						
1870	1260	Quinn,	1						
1870	1261	Quinn,	1						
1870	1262	Quinn,	1						
1870	1263	Quinn,	1						
1870	1264	Quinn,	1						
1870	1265	Quinn,	1						
1870	1266	Quinn,	1						
1870	1267	Quinn,	1						
1870	1268	Quinn,	1						
1870	1269	Quinn,	1						
1870	1270	Quinn,	1						
1870	1271	Quinn,	1						
1870	1272	Quinn,	1						
1870	1273	Quinn,	1						
1870	1274	Quinn,	1						
1870	1275	Quinn,	1						
1870	1276	Quinn,	1						
1870	1277	Quinn,	1						
1870	1278	Quinn,	1						
1870	1279	Quinn,	1						
1870	1280	Quinn,	1						
1870	1281	Quinn,	1						
1870	1282	Quinn,	1						
1870	1283	Quinn,	1						
1870	1284	Quinn,	1						
1870	1285	Quinn,	1						
1870	1286	Quinn,	1						
1870	1287	Quinn,	1						
1870	1288	Quinn,	1						
1870	1289	Quinn,	1						
1870	1290	Quinn,	1						
1870	1291	Quinn,	1						
1870	1292	Quinn,	1						
1870	1293	Quinn,	1						
1870	1294	Quinn,	1						
1870	1295	Quinn,	1						
1870	1296	Quinn,	1						
1870	1297	Quinn,	1						
1870	1298	Quinn,	1						
1870	1299	Quinn,	1						
1870	1300	Quinn,	1						

Appendix G.

II.—List of SEVENTY-EIGHT TEACHERS who withdrew from the service of the Board during the year 1871, through age and infirmity, on receiving Retiring Gratuities.

ULSTER—25.

County.	Roll No.	School.	Teacher.
Armagh,	1476	Frederick-street,	Isabella Ferguson.
"	8723	Brown-street,	Jane Tait.
"	5818	Gallagh,	James Mackell.
"	1223	Aughliscorney,	Patrick M'Goddick.
"	7893	Froese,	George Kyle.
"	1200	Breen,	Daniel O'Neill.
"	3355	Struld,	Samuel M'Grath.
"	2672	Townsend-street,	William Enckins.
"	80	Maghera,	Robert Henry.
"	2462	Ballynerry,	Samuel Brown.
Armagh,	2904	Aughlisc,	James Graham.
Cavan,	7365	Bensley,	Thomas Lynch.
"	5162	Virginia, m.	Daniel Goshin.
"	146	Aghatetan,	Peter Robbin.
Donagall,	3391	Alt, No. 2,	John Barr.
"	1471	Carrowganonagh,	William Peoples.
"	4119	Currickhay,	Ellen M'Gowan.
Londonderry,	2655	Lommaroy,	Peter M'Elwee.
"	6558	Cah,	John M'Henry.
"	583	Lower Ombey,	Hugh Maharg.
Monaghan,	8024	Drumcon,	Bernard Lomke.
"	334	Aughnasabvay,	William Corrigan.
Tyrone,	9373	Logfordrum,	Andrew Shaw.
"	7522	Bellisle,	John Keenan.
"	5184	Loy,	George Sinclair.

MUNSTER—18.

Clare,	2492	Slindalebridge,	Mary Egan.
"	9050	Miltown Malbay,	John Sullivan.
"	1391	Kinistymon,	Maria Hansen.
"	2382	Killroe, f.	Julia Lynch.
Cork,	1271	Killwaino,	Matthew Fitzpatrick.
"	2202	Baltimore,	Catherine Shice.
"	6784	Ballingroo, m.	Daniel Mahony.
"	6785	Do, f.	Ellen Mahony.
"	2114	Ballygbliss,	Patrick Fennedy.
Kerry,	10035	Tierbert, m.	Timothy Shanahan.
Limerick,	6426	Thomond Gate,	Catherine Fitzpatrick.
"	2814	Primes, f.	Bridget O'Reilly.
"	2339	Templegintano,	Julia M'Aniffa.
Tipperary,	9967	Upper Newtown,	Jeremiah Moyrhan.
"	9090	Coleinch,	Cornelius Maher.
Waterford,	8138	Turranocra,	Margaret M'Derby.
"	9745	Glaunacra,	Andrew Kirwan.
"	792	Dunkitt,	Patrick Dunne.

LEINSTER—25

Carlow,	671	Leighlinbridge,	Mary Form.
"	6192	Rathmone,	John Githers.
"	3884	Garryhill,	Anne Dowling.
Dublin,	2006	Kinsealy, f.	Mary Halligan.
"	5562	St. Michael's,	James M'Comes.
"	1147	Skerries,	Thomas Mullen.
Kildare,	9414	Crookstown,	James Crowe.

II.—LIST of SEVENTY-EIGHT TEACHERS who withdrew from the service of the Board during the year 1871, through age and infirmity, or receiving Retiring Gratuities—continued. Appendix C.

LEINSTER—continued.

County.	Roll No.	School.	Teacher.
Kilkenny,	8141	Gasebo, f.	Margaret Walker.
"	5251	Woodstock,	John Lynch.
King's,	911	Eno,	M. A. Flanagan.
"	1966	Parsonstown,	Michael Mitchell.
"	2418	Thomastown,	Charles Mullally.
Longford,	1174	Ballinalee,	Andrew Connolly.
"	3965	Ballymahon,	Margaret Norris.
Louth,	4892	Rampark, f.	Rebecca Lyons.
"	841	Knockbridge,	Nicholas Lawless.
"	2326	Tenore, m.	William Harding.
"	639	Dever,	Thomas M'Eneaney.
Meath,	868	Kiddakey,	Mary Fleming.
Wexford,	9717	Park,	James O'Neill.
"	937	Horswood,	Martin Hanton.
"	9185	Shielbeggan,	Bridget Mullins.
Wicklow,	561	Kilmaconoge,	Peter Byrne.
"	1732	Johnstown, m.	Daniel Kavanagh.
"	1782	Do. f.	Christina Kavanagh.

CONNAUGHT—10.

Galway,	2627	Gorteen,	Laurence Griffin.
Letterkenny,	3942	Drumadorn,	James Jackson.
Mayo,	4394	Balla, f.	Mary Kavanagh.
Roscommon,	2916	Curraghroe,	Maria Lavender.
"	1607	Cornalulla,	Francis Durney.
"	7348	Arigna,	Michael Conlon.
"	3011	Saint John's,	Peter Duffily.
Sligo,	1625	Campbell,	Mary M'Donnell.
"	2872	Grange Ormsby, . . .	Kate Millen.
"	4904	Kilmaesewan,	Thomas Brennan.

Appendix P.

Questions
proposed at
the Exami-
nation.

Male
Teachers.

APPENDIX P.

QUESTIONS (for answer in writing) proposed at DISTRICT EXAMINATIONS for the year 1871.)

MALE TEACHERS.

A.

Reasoning.—1. When reasoning from analogy, what is the difference in argumentative force between real and invented examples? Illustrate by instances.

2. Give an instance of the fallacy-of-division, and state a few of the purposes for which it has been employed.

3. State the rules commonly laid down for framing a definition; and give an instance in proof of each.

4. Fallacies-in-matter are divided into two classes; name them, and state to which may that called "begging the question" be referred.

Natural Philosophy.—1. (a.) Investigate the equation for the differential axle, and

(b.) Find what weight will produce equilibrium, when the power is 3 cwt., the radius of the wheel $2\frac{1}{2}$ feet, the diameter of the larger axle 20 inches, and that of the smaller one 12 inches.

2. By what experiments has it been ascertained that our air contains nitrogen, and in the proportion stated by chemists?

3. (a.) Describe the use of the eccentric, the fly-wheel, and the governor in a steam engine; and

(b.) Find of what pressure on the square inch must the steam be in a 20 horse power engine which makes 30 strokes in a minute, the length of stroke being $3\frac{1}{2}$ feet, and diameter of cylinder 3 feet.

4. What is the length of a pendulum which in our latitudes vibrates twice in the time that a body impelled solely by the force of gravity falls through a space of 70 feet?

5. Write down the symbols and atomic weights, or chemical equivalents, of the following, viz.:—Olefiant gas, muriatic acid, and sulphate of potash; and find from the last the quantity of potash in 2 lbs. 3 oz. of the sulphate.

Grammar.—1. *Lady Macbeth.*—

Art thou afraid

To be the ass in thine own act and valour
As thou art in desire? Would'st thou have that
Which thou esteem'st the ornament of life,
And live a coward in thine own esteem,
Letting I dare not wait upon I would,
Like the poor cat i'the adage?

Macbeth.—*Prophetic peace,*
I dare do all that may become a man;
Who dares do more is none.

Parse syntactically the words in italics.

2. (a.) Subordinate clauses or sentences are of three kinds: name them.

(b.) Give an example of a subject sentence and, also, of an object sentence.

3. What arguments are urged against the division of sentences into simple, compound and complex?

4 (a.) When is a rhetorical figure properly called a trope ?

Appendix F.

(b.) Name the principal tropes.

5. (a.) Explain why the terminations *cous, ious, cial, sial, &c.*, are pronounced each as one syllable.

Questions proposed at the Examinations.

(b.) Give the root, *with its meaning*, of each of the following words:—*eager, church, bishop, clerk, reason, byomachy, sarcophagus, palsy, usquebaugh.*

Made Teachers.

Lesson Books and Money Matters.—1. Describe the panorama seen by Moses from Nebo.

2. Set forth the reasons that oblige the sovereign of this empire to summon Parliament every year.

3. Explain the cause of the cold-bloodedness (a) of fishes, and (b) of the highest of the reptile tribes ; and (c) name three of the five species of Irish amphibians.

4. Write out two stanzas (not the first two) from Byron's "Isles of Greece," and explain the allusions.

5. State the total value of the live stock in Ireland in 1860, or any subsequent year, and the rate of increase in its value.

6. Illustrate the evil effects of interfering with men's dealings with each other—

(a.) In land.

(b.) In trade.

(c.) In work.

7. What is the most practicable course a government can adopt to cause a nation's supply of food to hold out in time of scarcity ?

Geography.—1. Account fully for the remarkable fact that the snow line is higher on the northern side of the Himalayan mountains than it is on the southern ; enumerate the principal passes of the Himalayas ; and give their respective heights, in feet, above the level of the sea.

2. Draw an outline map of the Baltic Sea and its several branches ; mark the countries by which it is surrounded, the mouths of the principal rivers flowing into it, and the positions of the chief seaport towns.

3. State, as a general summary, the prevailing direction of the currents, (1) within the tropics, (2) within the temperate zones, (3) within very high latitudes. Give examples to illustrate your answer, and mention some beneficial results produced by these currents.

4. Describe the positions of the following places, and state some memorable event or remarkable person in connexion with each of them : *Fontainebleau, Albany, Aix la Chapelle, Assaye, Ciudad Rodrigo, Frederickshald, Baltimore.* Give the meaning of the names of any four of these places.

5. Show that the inhabitants of the temperate and frigid zones enjoy the greatest amount of moonlight and twilight during the winter. Explain this.

History.—1. Name the last king of Poland. By whose influence was he raised to the throne ? Relate the causes which led to the partition of Poland. When did these events take place ?

2. When, and for what reasons, was the Hansatic League established ? Mention the principal cities of the League, and detail briefly the basis of their organization, and its general results in reference to the commercial interests of Europe.

Appendix P.

Questions
proposed at
the Exami-
nation.

Male
Teachers.

3. By what race was France originally peopled? When did it cease to form a portion of the Roman Empire? Name its first king, and describe his character.

4. Enumerate various circumstances from which it may be inferred that, in the days of Solomon, the arts were in a flourishing condition.

Arithmetic.—1. A can do a piece of work in 10 days, B in 9, C in 12. They all begin it together; but only C continues till the work is finished, A leaving it $3\frac{1}{2}$ days, and B $2\frac{1}{2}$ days before its completion. In what time is it performed?

2. A person invested a certain sum in the 3 per cents. at 77 $\frac{1}{2}$; on the price rising to 82 $\frac{1}{2}$ he sold out, and with the proceeds bought 5 per cent. stock at 96, by which means he obtained an addition of £41 10s. to his income. Find the sum originally invested.

3. Required the present value of a house yielding a profit rent of £60, the lease of which has 8 years to run, allowing compound interest at 6 per cent., the rent being paid half-yearly?

4. A's present age is to B's as 9 to 7; and 34 years ago the proportion was 5 to 2. Find the present age of each.

5. Insert three geometric means between 7 and 1.

Book-keeping.—1. In posting from the cash-book to the ledger, when may the entries be abridged, and when must they appear in full?

2. In general the books of a company are kept as the books of an individual trader; but there is one exception. Explain the nature and reason of this exception.

3. Describe fully the day-book recommended in the Board's treatise for keeping farming accounts. State particularly the entries to be made with reference to the live stock and the working stock.

4. In balancing the following accounts, what balance, if any, should be brought down; and to what other account, if any, should a transfer be made?—

(a) Goods, (b) Bills receivable, (c) Stock, (d) Profit and Loss, (e) Ship "Aurora."

Agriculture.—1. Give the composition of Peruvian guano, and explain fully how it acts on the soil.

2. Give the composition of sulphate of ammonia; to what crops would you apply it, and at what rate per acre?

3. Name the products of the decay of farm-yard manure, and of the combustible part of the soil which directly afford food to plants.

4. Describe the changes that take place when sulphuric acid is added to bones.

5. Give the mixture of grasses you would sow with oats, after roots, in the five-course rotation.

Geometry and Mensuration.—1. (a.) State the rule for finding the area of a trapezium, the diagonals and their angle of intersection being given.

(b.) And explain, with reference to a diagram, the reason of the rule.

2. (a.) By means of the principle—that two magnitudes are incommensurable, if the greater contain the less and leave a remainder such that the greater is to the less as the less is to that remainder, prove geometrically that the diagonal and side of a square are incommensurable.

(b.) Show that the same principle applies to the parts of a right line cut in extreme and mean ratio. Appendix P.

3. Divide a right line in extreme and mean ratio, otherwise than is shown in the Second and Sixth Books of Euclid. Questions proposed at the Examinations.

4. By means of the principles of the First Book of Euclid, construct a rhombus equal to a given rectilinear figure, and having an angle equal to a given one. Male Teachers.

5. (a.) Show that in every triangle $a^2 = b^2 + c^2 - 2bc \cos A$,

(b.) And deduce therefrom the formula

$$\sin A = \frac{2}{bc} \sqrt{s(s-a)(s-b)(s-c)}$$

Algebra.—1. (a.) Add these two quantities :—

$$\frac{1}{(x-2)(x-1)x(x+1)} \text{ and } \frac{1}{(x-1)x(x+1)(x+2)}$$

(b.) Multiply $\sqrt{5}$ by $\sqrt[3]{11}$.

2. Show by an example that it is always possible to express imaginary quantities of the second degree, so that they may have the symbol $\sqrt{-1}$ as a factor.

3. Four numbers are in arithmetical progression; their sum is 50, and the product of the second and third is 156; find the numbers.

4. Solve—

$$\begin{aligned} x-y &= 3 \\ x^2-y^2 &= 242. \end{aligned}$$

5. A number consisting of two digits has one decimal place; the difference of the squares of the digits is 20, and if the digits be reversed, the sum of the two numbers is 11; find the number.

FEMALE TEACHERS, PUPIL-TEACHERS, AND FIRST CLASS MONITORS.

B.

Arithmetic.—1. (a.) Explain and illustrate, as you would to a class, what is meant by the term “least common multiple.”

(b.) Find the least common multiple of the following numbers :—8, 12, 18, 24, and 27.

2. What sum of money, invested at $3\frac{1}{2}$ per cent. per annum, simple interest, will amount to £428 10s. 4½d. in 4 years? Prove your answer by working out the sum in interest.

3. A grocer mixes 1 lb. of his best coffee with 5 lbs. of an inferior quality worth 1s. 4d. per pound, the mixture thus produced being worth 1s. 4½d. per lb.; required the price of his best coffee.

4. Calculate the expense of carpeting a room 28 feet long by 15 feet broad, with carpet $\frac{3}{4}$ of a yard wide, at 3s. 3d. per yard.

5. If $\frac{3}{8}$ of a pound Troy cost $\frac{1}{4}$ of a shilling, how much of the same article can be bought for $\frac{1}{11}$ of a pound sterling? Be careful to reduce the answer properly.

Female Teachers, Pupil-Teachers, and First Class Monitors.

Appendix F.

Questions proposed at the Examinations.

MALE TEACHERS, PUPIL-TEACHERS, AND MALE FIRST CLASS MONITORS.

C.

Mile Teachers, Pupil-Teachers, and First Class Monitors.

Arithmetic.—1. A dealer gave for a horse a bill of £55 due in 1 month, and immediately after sold him for a bill of £78 due in 5 months; required his gain per cent.

2. If 25 men can reap 14 Irish acres of corn in 4 days, working 7 hours a day, how many hours a day must 16 men work so as to reap 18 statute acres in 5 days?

3. Calculate the cost of studding the walls of a room 24 feet long, 18 feet wide, and 10 feet high, at $10\frac{1}{2}d.$ per square yard, one-eighth being deducted for open.

4. Reduce (a) $\frac{1}{4}$ of half-a-crown to the decimal of half-a-guinea; (b) $\frac{3}{4}$ of a furlong, Irish measure, to the decimal of a statute mile; and (c) find the value of .0379 of a pound Troy.

5. A company, having been solicited to subscribe for a charitable purpose, agreed to give, each, as many farthings as there were persons in the room: the sum thus collected amounted to £1 10s. 1d.; how much did each give?

Book-keeping.

Dr.			THOMAS JONES.			Cr.		
1870.			£ s. d.			1870.		
May 12.	To Wine,	129	17	0	May 15.	By Bills Receivable,		
June 4.	" Salt,	18	4	10		No. 1, .	50	0 0
					June 7.	By Cash, .	70	0 0
					" 30.	" Balance,	28	1 10
							148	1 10
June 30.	To balance,	28	1	10				

(a.) Explain each item in the foregoing ledger account.

(b.) How is it that Thomas Jones is credited by the balance of £28 1s. 10d., which he has not paid?

2. What is the only entry by which a cash account can be closed? Explain the reason.

3. Describe the trial balance, and show that it cannot be relied on as a complete test of the accuracy of the books.

4. Explain what is meant by the terms "capital" and "working" in farming accounts, and say why the former term is employed.

Agriculture.—1. Describe a system of making farm-yard manure suitable to a small farmer.

2. Give the order of succession of the crops in the Norfolk or common four-course rotation.

3. Enumerate the several advantages of deep as compared with shallow tillage.

4. State the several ways in which phosphate of lime is sold off the farm.

5. Describe the points of a good milch cow.

Mensuration.—1. A ladder 40 feet long can from the same spot reach a window 33 feet high on one side of a street, and a window 21 feet high on the other side; what is the width of the street? *Appendix P. Questions proposed at the Examinations.*

2. How many square feet are contained in the surface of a plank of wood whose length is 12 feet 6 inches, and breadth 15 inches at one end and 11 inches at the other? *Note Teachers, Pupil-Teachers, and First Class Monitors.*

3. Find the area of a sector whose arc contains $147^{\circ} 29'$, the radius of the circle being 25 feet.

4. What is the area of a segment of a circle whose chord is 16 feet, the radius of the circle being 10 feet?

5. The three sides of a triangle are respectively 70 feet, 45 feet, and 35 feet; required the length of a straight line drawn from the middle point of the greatest side to the opposite angle.

SPELLING EXERCISE for MALE TEACHERS, PUPIL-TEACHERS, and FIRST CLASS MONITORS who take the "C" Paper of Questions.

This exercise is to be written out correctly as regards spelling, and carefully as regards penmanship. It may previously be read out aloud to the teachers by the Inspector.

I.—Saturn, as seen through a telliscope, is the most remarkable of all the plannets, being surrounded by two concentrick rings and attended by seven sattalites. To the nakid eye, however, it presents such a dull and pall leddden hew, that the antient astrolligers accounted this plannet as a chearless member of the celestiall bodyes, and as the source of maline influwenses upon the inhabitants of our globe. The rings, however, form butyfull apendiges of so uncek a caructor, as to constitute one of the most wunderfull fenomina connected with the solar sistm. They are sepperated from the plannet by a space of many thousand miles, and are sollid and oake in substance.

II.—The animal that produces pearls in the greatest abundance and of the highest value, was classed by Linnæus with the mussels; but some other naturalists have formed it into a distinct genus. In these countrys it is usually called the pearl-oyster. It attains perfection nowhere but in the equatorial seas; but the pearl fishery in the inland of Ceylon is the most celebrated and productive. No seine in Ceylon presents so dreery an aspect as the long sweep of desolate shore to which, from time immemorial, adventurers have resorted from the uttermost ends of the earth in serch of the pretious pearls for which this gulph is renowned. On approaching it from the sea the only perceptible landmark is a bilding erected as a temporary residence for the Governer.

SPELLING EXERCISE for MALE TEACHERS who take the "A" or "B" Paper of Questions, and for PUPIL-TEACHERS and FIRST CLASS MONITORS who take the "B" Paper.

Note Teachers, Pupil-Teachers, and First Class Monitors.

This exercise is to be written out correctly as regards spelling, and carefully as regards penmanship. It may previously be read out aloud to the teachers by the Inspector.

I.—This is a grand and sollem picture, highly sugestif and full of deep feeling and elloquent expressivness, and most beutifully iustritiv of the idea saught to be conveyed by the poet who wrote:

Now fades the glimmering lampkin on the site
And all the air a sullen stillness holds.

Appendix F.

Questions
proposed at
the Exami-
nation.Male
Teachers,
Pupil-
Teachers,
and
First Class
Scholars.

On close examination the observer is surprised at the apparently simple means by which such exquisite affects are produced; but these means, though seemingly meagre, are quite sufficient under the control of the genius whose work is perhaps one of the most interesting in the exhibition. The incidents of the picture are few, and consist of two rustic carts drawn by shaggy mountain ponys returning homewards in charge of two cottagers. The wide-spreading moor on which the gloom and the shadows of night are fast settling down, is wonderfully produced; and very rarely, indeed, have we seen a landscape possessing more fascinations or so admirably calculated to arrest the progress of the visitor and to change his admiration.

II.—The wily emissaries of the old Spanish dynasty received their sunny-barberous opponents with all the complaisance, curtsy, and pajentry for which the nation had duly obtained notoriety; and, accosted as they were in hawkerine, quoceras, and other appurtenances of strife peculiar to that chivalrous and belleguerant age, their vulgarly bearing and apparent nonchalance to the issue of the decisive colloquy in progress between the leaders in the commander's market, could not fail to discomfit, or at least intimidate, the legitimate owners of the soil.

Male
Teachers.

MALE TEACHERS—TEST-WORDS for SPELLING.

As soon as the teachers shall have written out the spelling exercises, the Inspector will dictate to them the following words, which are to be written in horizontal lines, with a dash after each, so as to separate them from one another.

The words in the first group are to be dictated to all the teachers, pupil-teachers, and first class monitors in attendance, but those of the second group to such only as take the "A" or "B" paper of questions.

No other dictation exercise is to be given.

I.—Precede—succeed—proceed—recede—exceed—concede—accede—intercede—secede—colonnade—grandeur—luscious—nauseous—schiering—buoyancy—hemorrhage—proselytise—assimilate—cylindrical—dishevelled.

II.—Irremediable—indefessible—elemosynary—unsymmetrical—vicissitude—unparalleled—pentateuch—palisade—fuchsia—apothegm—innuendo—idiosyncrasy.

Female
Teachers

FEMALE TEACHERS.

A.

Lesson Book.—1. Give a detailed account of the last days of the patriarchs Isaac and Israel, and of their burial.

2. Explain what the author of the lesson in the Third Book on the *Immensity of the Universe* (Addison) means by the following expressions:—*planets, radiant source of day, stars, luminous, retinues of worlds, universe.*

3. Explain, as to your pupils, each of the following lines:—

"I am the daughter of earth and water,
And the nursling of the sky;
I pass through the pores of the ocean and shores;
I change, but I cannot die."

4. Describe the course that a sick nurse ought to pursue in regard to herself for the welfare of her patient.

5. Complete each of the following "Sayings of Poor Richard":—

- "Laziness travels so slowly——"
 "Diligence is the mother of——"
 "What maintains one vice would——"
 "Silks and satins, scarlet and velvets——"

Appendix P.

Questions
proposed at
the Exami-
nations.

*Female
Teachers.*

and add what he says must accompany industry, frugality, and prudence, in order to ensure prosperity.

Arithmetic.—1. The value of a pound of gold is 14 times that of a pound of silver, and the weights of equal quantities of gold and silver are in the ratio of 4·75 to 2·5; find the value of a bar of silver equal in bulk to £1,750 worth of gold.

2. If a beam which is 10 inches wide, 8 inches deep, and 5 feet 6 inches long, weigh 8 cwt. 1 gr., find the length of another beam of the same timber, the end of which is a square foot, which shall weigh a ton.

3. The rent of a pasture is £38 8s.; 4 persons put in respectively 5, 7, 8, and 12 cattle; how much ought each to pay?

4. Convert ·23407011 into the equivalent vulgar fraction, and reduce it to its lowest terms.

5. By selling cloth at 5s. per yard, a profit of 8 per cent. is made; what would be the profit if it were sold at 6s. 3d. per yard?

Appendix Q.

Programme
Examina-
tion for
Candidates
for Inspe-
ctorships.

APPENDIX Q.

PROGRAMME OF EXAMINATION for CANDIDATES for INSPECTORSHIPS under the Board of National Education, Ireland.

OBLIGATORY SUBJECTS.		No. of Marks to each Subject.
1. ENGLISH:—	Consisting of English Composition; Spelling and Grammar, Consisting of Literature—Bacon's Essays, some of Edmund Burke's Works (American Taxation, and on Conciliation with America, and Address to Electors of Bristol before going to Poll 1780). Macaulay: Essays on Clive and Hastings. Shakespeare: Othello, Macbeth, Julius Cæsar, and Merchant of Venice. Milton (Sonnets, L'Allegro, Penseroso, Comus, and L. II. Books of Paradise Lost). Dryden: Absalom and Aholiab, Palamos and Andra. Pope: Essay on Man. Tennyson: Ulysses, Tithonus, and Idalia. Consisting of Rhetoric and Criticism—Whately and Campbell,	800
2. ELEMENTARY MATHEMATICS:—	Consisting of Arithmetic,	800
	" Euclid, 1st, 2nd, 3rd, and 6th Books,	400
	" Algebra, including Quadratic Equations,	400
	" Trigonometry, to solution of Plane Triangles only,	300
3. GEOGRAPHY,		500
4. HISTORY, including Smith's Greece, Liddle's Rome,		400
5. PHYSICAL SCIENCE.—Mechanics, with any one of the following subjects, Hy- draulics, Pneumatics, or Optics,		600
6. LOGIC, Lessons on Reasoning only,		300
7. POLITICAL ECONOMY (Smith's Wealth of Nations, Book I., and Bary Lessons on Money Matters),		300
8. BOOK-KEEPING,		200
9. LATIN:—Virgil—Three first Books of The Æneid; The Odes of Horace, not to include their metrical construction; Sallust,		800
10. EDUCATION:—Tracts of Aescham, Milton, and Locke; Joyce's Handbook of School Management; Robinson's Manual of Method and Organization,		200
Total,		7,000

NOTE.—No Candidate will be appointed whose marks on the whole course above mentioned do not amount to 3,500, or who shall fail in showing a competent knowledge of any one of the above subjects.

OPTIONAL COURSE.		No. of Marks for each subject.	The greatest No. of Marks Attainable.
1. AN EXTENDED COURSE OF GREEK AND LATIN,		1,000	1,000
2. " " OF FRENCH,		400	
3. " " OF GERMAN,		400	400
4. " " OF ITALIAN,		400	
No Candidate will be examined in more than one Modern Language.			
5. LOGIC (Whately, Mill, Books I., II., III., and V.),		400	
6. HISTORY AND PHILOSOPHY OF EDUCATION,		400	
7. POLITICAL ECONOMY, Smith's Wealth of Nations—Books I., II., III., and V., J. S. Mill (Books I., II., III., and V.),		600	1,800
8. HIGHER MATHEMATICS (Spherical Trigonometry, Theory of Equations, Elements of Differential and Integral Calculus),		600	
9. NATURAL SCIENCE:—			
(a) Chemistry, Heat, Electricity, and Magnetism,			
(b) Animal and Vegetable Physiology, with principles of Clas- sification (Carpenter),		200	600
(c) Geology, Mineralogy (Asstet, Page),		400	
Total Attainable,			3,800

No Candidate will be allowed to be examined in more than three of the branches of knowledge included under last head—Natural Science; but with this restriction and that above stated con-
sisting him to one Modern Language, he is at liberty to ask to be examined in all the subjects.

A Candidate will not get credit for any subject in the Optional Course unless he marks show him to be possessed of a competent knowledge of that subject.

The successful Candidate at the Examination must attend at the Inspection Office and Schools in Marlboro'-street in learn the details of his future duties, and he will not receive his appointment unless he shows by his conduct, and the tests to which he may be submitted there, that he is fully competent to perform the duties of an Inspector.

Candidates must be at least twenty-three years of age and not more than thirty-four. Candidates must produce satisfactory certificates of age, of general good health, and of moral character and regular habits.

All persons nominated to Inspectorships in the service of the Commissioners of National Education, must pass a satisfactory examination in the subjects in the above Programme, under the direction of the Civil Service Commissioners.

APPENDIX R.

LISTS of INSPECTORS of NATIONAL SCHOOLS.

HEAD INSPECTORS, on 31st December, 1871.

Appendix R.

Lists of
Inspectors
of National
Schools.

Name and Address.	Districts in Charge.
Timothy Sheehan, Esq., A.M., T.C.D., Passage West.	48, 49, 53, 54, 55, 56, 57, 58, 59, 60.
John E. Sheridan, Esq., Dublin.	57, 58, 59, 49, 41, 43, 44, 46, 47, 50.
J. G. Fleming, Esq., Belfast.	4, 8, 9, 10, 11, 13, 16, 17, 18, 23.
James Patterson, Esq., Galway.	20, 26, 32, 34, 35, 36, 42, 45, 51, 52.
A. O'Callaghan, Esq., Derry.	1, 2, 3, 5, 6, 7, 12, 13, 14, 31.
M. FitzGerald, Esq., Dublin.	19, 21, 22, 24, 25, 27, 28, 29, 30, 33.

DISTRICT INSPECTORS, on 31st December, 1871.

No. of District.	Name of District.	Inspector in Charge.	No. of District.	Name of District.	Inspector in Charge.
1	Letterkenny.	Macaulay, P. T.	81	Ballinamore.	Donovan, H. A.
2	Londonderry.	Dugan, C. W.	32	Team.	M'Sweeney, J.
3	Coleraine.	Bela, W.	33	Mullingar.	Molloy, W. R.
4	Ballymena.	Wilson, D. M.	84	Galway.	Hamilton, A. A. R.
5	Donegal.	Cowley, A. S. A. D.	35	Ballinasloe.	O'Neill, G. P.
6	Strabane.	Keane, W.	36	Parsonstown.	Brown, S.
7	Maghera.	Irvine, H.	37	Colbridge.	Bateman, C. W.
8	Belfast, North.	Morrell, J.	38	Dublin, South.	O'Carroll, F. F.
9	Belfast, South.	Molloy, J.	39	Carlow.	Harlow, John.
10	Newtownards.	Gordon, J.	40	Bray.	MacSheehy, B.
11	Lurgan.	Brown, J.	41	Portlinton.	Coyne, M.
12	Sligo.	Wood, J. E.	42	Gort.	Nicholls, W.
13	Enniskillen.	Strong, T. K.	43	Thurles.	D'Arcy, H. L.
14	Omagh.	Sullivan, M.	44	Athy.	Adair, S.
15	Dungannon.	Rodgers, H. W. M.	45	Ennis.	O'Driscoll, D. F.
16	Armagh.	Osburne, A. T.	46	Tippervary.	Brown, J.
17	Ballinashinch.	Nashitt, B.	47	Kilkenny.	Harkin, L.
18	Monaghan.	Eardley, F.	48	Youghal.	Mahony, C.
19	Newry.	Porter, D. C.	49	Waterford.	Lane, J. C.
20	Bellina.	Parker, A.	50	Ennisceorthy.	Fitzgerald, J. G.
21	Swineford.	M'Callum, J.	51	Limerick.	Potterton, R.
22	Boyle.	Rodgers, John W.	52	Newcastle, West.	Seeds, J.
23	Cavan.	Healy, W.	53	Glennal.	O'Hara, T.
24	Ballinaboy.	Stapson, A. J.	54	Trillick.	Barrett, John.
25	Drogheda.	MacCreanor, E.	55	Macroom.	Graham, C.
26	Westport.	M'Nellan, W.	56	Mallow.	O'Galligan, G. R.
27	Roscommon.	Cunnellan, P.	57	Killarney.	MacDonnell, Thos.
28	Longford.	Bradford, J.	58	Bantry.	MacDonnell, James.
29	Trim.	Conwell, Eugene A.	59	Dunsmaway.	Seymour, M. S.
30	Dublin, North.	Sheehy, K.	60	Cock.	Gillie, J.

INSPECTORS OF AGRICULTURAL SCHOOLS.

Thomas Baldwin, Esq.
Michael Brogan, Esq.
William Boyle, Esq.

APPENDIX B.

1.—List of *Scientific Apparatus* aided during the year 1871, with *Tabulation*, showing the *Progress* towards *Erection* of the *School-house*, from *date of reference to Funds or Warrants for Report on Plan* as described in *Lesson Quarter*, till *completion of Plans* is *Applicable*.

COUNTY AND TOWN.	Date of Reference to Board of Works.	Date of Receipt of Report and Return from Board of Works.	Amount of Grant.	Date of Receipt of Loan received.	Date of Addition of Goods to Board of Works.	Date of Transmission of Plans to Board of Works in Applicable.	REMARKS.
Doncaster :			£ s. d.				
<i>Carlton</i> , . . .	27. 4. 71	8. 8. 71	100 0 0	10. 5. 71	11. 10. 71	11. 5. 71	
<i>Milnes</i> , . . .	8. 8. 71	10. 7. 71	100 0 0	8. 10. 71	10. 11. 71	10. 5. 71	
<i>Thorncliffe</i> , . . .	22. 7. 71	10. 10. 71	100 0 0	10. 8. 71	10. 8. 71	12. 1. 71	
Farnley (St.) :							
<i>St. John</i> , . . .	26. 4. 71	8. 7. 71	100 0 0	26. 10. 71	—	—	
Leeds (St.) :							
<i>St. John</i> , . . .	26. 4. 71	26. 6. 71	100 0 0	26. 11. 71	26. 11. 71	27. 1. 71	
Monkton :							
<i>St. John</i> , . . .	8. 8. 71	8. 8. 71	100 0 0	26. 11. 71	26. 4. 71	—	* Still yet未完.
<i>St. John</i> , . . .	26. 8. 71	26. 8. 71	100 0 0	26. 11. 71	26. 11. 71	11. 5. 71	
<i>St. John</i> , . . .	8. 8. 71	21. 10. 71	100 0 0	26. 11. 71	8. 8. 71	11. 5. 71	
Tram :							
<i>St. John</i> , . . .	26. 8. 71	21. 10. 71	100 0 0	26. 4. 71	8. 8. 71	11. 5. 71	
<i>St. John</i> , . . .	26. 8. 71	21. 10. 71	100 0 0	26. 11. 71	26. 11. 71	11. 5. 71	
St. John :							
<i>St. John</i> , . . .	26. 10. 71	8. 8. 71	100 0 0	26. 11. 71	26. 11. 71	—	St. John built before date of grant.
<i>St. John</i> , . . .	26. 8. 71	26. 8. 71	100 0 0	26. 11. 71	26. 11. 71	11. 5. 71	
<i>St. John</i> , . . .	26. 8. 71	26. 8. 71	100 0 0	26. 11. 71	26. 11. 71	11. 5. 71	
St. John :							
<i>St. John</i> , . . .	26. 8. 71	8. 8. 71	100 0 0	26. 8. 71	11. 10. 71	11. 11. 71	Plans not yet completed.
<i>St. John</i> , . . .	26. 8. 71	8. 8. 71	100 0 0	—	—	—	

County Down, Downshire, Fermanagh	— — —	— — —	27,500 24,000 20,000	28 4 71 28 4 71 28 4 71	28 4 71 28 4 71 28 4 71	28 4 71 28 4 71 28 4 71	28 4 71 28 4 71 28 4 71	28 4 71 28 4 71 28 4 71	28 4 71 28 4 71 28 4 71	28 4 71 28 4 71 28 4 71	28 4 71 28 4 71 28 4 71
County Dorsetshire,	—	—	1000	10 1 71	10 1 71	10 1 71	10 1 71	10 1 71	10 1 71	10 1 71	10 1 71
Worcester Borough,	—	—	1000	10 1 71	10 1 71	10 1 71	10 1 71	10 1 71	10 1 71	10 1 71	10 1 71
County Gloucester,	—	—	1000	—	10 1 71	10 1 71	10 1 71	10 1 71	10 1 71	10 1 71	10 1 71
County Gloucester, Gloucester, Gloucester	— — —	— — —	1700 1000 1000	— — —	10 1 71 10 1 71 10 1 71	10 1 71 10 1 71 10 1 71	10 1 71 10 1 71 10 1 71	10 1 71 10 1 71 10 1 71	10 1 71 10 1 71 10 1 71	10 1 71 10 1 71 10 1 71	10 1 71 10 1 71 10 1 71
County Gloucester, Gloucester,	— — —	— — —	1000	10 1 71	10 1 71	10 1 71	10 1 71	10 1 71	10 1 71	10 1 71	10 1 71
County Gloucester,	—	—	1000	10 1 71	10 1 71	10 1 71	10 1 71	10 1 71	10 1 71	10 1 71	10 1 71

Went directly estimated.

Went direct before survey of
ground.